



MANITOBA SCHOOL JOURNAL



Volume IX

MAY, 1948
WINNIPEG, MANITOBA

Number 9

MANITOBA SCHOOL JOURNAL

VOLUME IX

May, 1948

NUMBER 9

Empire Day Message to Children



*From the President of THE EMPIRE DAY MOVEMENT,
THE EARL OF GOWRIE, V.C., P.C., G.C.M.G., C.B., D.S.O.*

Patron: HIS MAJESTY THE KING.

Vice-Patrons:

THE RT. HON. WINSTON CHURCHILL, P.C., O.M., C.H., M.P.
FIELD-MARSHAL THE RT. HON. J. C. SMUTS,
P.C., O.M., C.H., F.R.S., M.P.
THE RT. HON. PETER FRASER, P.C., M.P.

On Empire Day we remember our friends throughout our great family of Nations. On this day when there is so much fear, hunger and cruelty still in the world, other young people of many races will be meeting, as you do here. We all believe that, through our lasting friendships, we may help each other and people of other Nations, to a happier future.

Our Empire family did not suddenly arise, but is the result of enterprise and much sacrifice and effort made so willingly by those who have now given the task into younger and stronger hands. They too were people of all races, working together. We may well be proud of them, and glad to forge ahead, each of us doing just one thing to the best of our ability for the good of all.

It is only by individual effort that our work can grow. Those who laid the foundations of the Empire family did not rely on others, but themselves set out on the great adventure. With little to help them, but their own courage, they started to build an Empire where all can feel they are among friends even though far from home, and where the weak and helpless have a claim on the strength of us all.

And so, on this day, we look forward cheerfully to a future in which we shall find work to do with all our might, some few disasters to overcome and a great deal of interest and happiness in the many friendships we shall make on our way.

VOLUME IX, NUMBER 9, MAY, 1948

Contents for May

	Page
Minister's Page	2
Deputy Minister's and Chief Inspector's Page	3
Preview of School Broadcasts 1948-49	4
Track and Field Coaching Hints	6
Departmental Bulletin	9
Co-ordinating the Audio-Visual Program in a Single School Unit	10
Magic Casements	12
Lunch at School	15
What Other Schools Are Doing	16
Fact And Fancy	17
Curriculum Revision (Senior High School)	18
The New Pensions Act	19
Why Teach Cancer In Schools?	20
Provincial Senior High School Track And Field Meet	21
Experience Units In Arithmetic	22
Empire Day Message	24

*Published for THE DEPARTMENT OF EDUCATION by
THE PUBLIC PRESS LIMITED. WINNIPEG, MANITOBA*

Editorial Committee:

Chairman: HON. J. C. DRYDEN, B.S.A.
C. K. ROGERS, M.A.
R. O. MACFARLANE, Ph.D.
SCOTT BATEMAN, B.A.
W. G. RATHWELL, B.A.
Secretary: E. T. ARMSTRONG

Published 1st of each month except July and August.

Editorial Office:

Room 28, Legislative Building.

Subscription Rate \$1.00 per year. Single Copies 15 cents.

This Journal is to be Filed in the Class Room Library.

Entered as Second Class Matter by authority of the Postal Department,
Ottawa.

Page 1

The Minister's Page

HON. J. C. DRYDEN, B.S.A.

THE Teachers' Retirement Allowance Act (1948), which is the official title of the new pension legislation, implements the Report of the Select Special Committee of the Legislature appointed to study and report on all phases of the pension scheme for teachers established under the Teachers' Retirement Fund Act. This committee studied the teachers' retirement schemes in operation in the other provinces of Canada, in the United States, in England and Wales, and in other countries of the British Commonwealth. They also considered very carefully the recommendations contained in the briefs submitted, particularly that of The Manitoba Teachers' Society. This brief strongly recommended the establishment of a teacher retirement system of the Joint-Contributory type with contributions from the teachers and from public funds. The committee further recommended that the amount of these contributions should be made statutory.

Public funds contributions to teachers' retirement schemes may be made by the state (or province) alone, by the local education authorities (in Manitoba, the school districts) alone or by both. The amount of these contributions may be determined as a percentage of the salary list or at a flat rate computed by the actuary as adequate to the needs of the scheme. After consideration of the particular nature of the coverage of the fund established under the former Act, with school districts predominantly rural or small town, the committee recommended that the public funds contributions should be shared between the province and the school districts and that they should be made at a flat rate per teacher employed.

This recommendation had been facilitated by a resolution passed at the Annual Convention of the Manitoba School Trustees in January last. This resolution which originated from the Russell Regional Convention read:

"That the Trustees assembled, being well aware that a Special Select Committee is now considering the question of teachers' pensions declare themselves in favor of a more generous pension plan and further declare themselves in favor of sharing in the additional cost."

This resolution, unanimously adopted, cleared the way for the proposal of the Select Special Committee as to the source of the contributions from public funds.

Under the former Act the benefits, in the form of retirement pensions for service or through disability, had been related both to salary and to years of service and had been computed on a formula which rested on the actuarial solvency of the Retirement Fund. The moneys from public funds had been the amounts required to match the pensions paid from the Fund. It was strongly recommended by the Teachers' Society that the retirement benefits of the new scheme should be definitely fixed in the Act and that the retirement allowance, whether for service or on account of disability, should consist of a service pension calculated according to scale on years of teaching service, together with an annuity based on the teacher's own contributions.

This matter of basing the pension part of the retirement allowance on years of service only, without reference to the salary earned, was considered very carefully before framing the new legislation. The study of other retirement systems revealed that some of the States have adopted this principle and in several instances have maintained it over a considerable period; in Canada, two other provinces within the last eight years have incorporated the flat service pension in their new legislation; and that is the practice under the local system maintained by the Winnipeg School District. The arguments adduced by the Teachers' Society in favor of this principle were reinforced by letters from teachers who had taught long in rural schools, often at low salaries, and whose pension, computed in relation to salary, would be low. May I quote from one such letter received from a married teacher, now aged 66, who has taught exclusively in rural schools:

"I have confined my labors to the country district and, of these to those schools with cottages. I have served these districts nobly and I trust well. The scene of my labors has been among our Polish and Ukrainian fellows and to some extent among the Germans and French. I have given this great part of my life to and for them, making great sacrifices for their children and themselves and I have received ample testimony of their appreciation and support. In this respect I have served Manitoba and Canada."

In view of the above considerations the Select Committee recommended that the service pension should be related directly to the years of service rather than to salary and statutory provision was made in the new Act for public contributions in support of such pensions.

There are many other features of the Teachers' Retirement Allowances Act which are of interest to all who are now teaching. Of particular interest to those who have retired are the provisions for adjusting existing pensions to the new scale. In the great majority of cases this will mean a considerable increase in the total retirement allowance—if it would mean a decrease there is special provision that the old rate shall be maintained. The effective date for the coming into operation of the new Act is July 1 next and all pensions paid after that date will be on the adjusted basis.

Elsewhere in this issue of the Journal will be found a more detailed statement of the features of the Teachers' Retirement Allowances Act. Copies of the Act itself are now being printed and will shortly be available on request from the secretary to the Board of Administrators of the Retirement Fund.

The various committees working on the revision of the program of studies for the Senior High School have now completed the first phase of their work and the outlines of the new courses for the First Year (Grade X) are now going to print. On another page of this issue you will find the general outline for the five courses, one general and four specialized, with the allocation of time to the various subjects.

The main course of the curriculum will continue to be that leading to high school graduation in the general field. This course, known as the "General Course" will meet the requirements for admission to the University and the Normal School and for entrance to the various professions. A modification of this course for students who do not cover the full content in the various subject fields will be provided as the High School Leaving Course.

The core of the General Course will be maintained with some variation in the various special courses. These courses, whilst definitely related to the vocational interests of the

(Continued on page 3)

Deputy Minister's ... and Chief Inspector's Page

By R. O. MACFARLANE, M.A., Ph.D.
C. K. ROGERS, M.A.

SINCE the April announcement of the Summer School program for this year, plans have been completed, and before this reaches our readers calendars should be in the hands of every qualified teacher. A copy is being mailed to every rural school teacher and copies for the staff are being mailed to principals. If more copies are needed, please write W. G. Rathwell, Registrar, Department of Education. Following is a list of the courses being offered this year together with the names of instructors.

Summer Schools

1. Correlation of Teaching and Testing—Dr. Andrew Moore.
2. Guidance—Brother Bruns.
3. Geography—F. D. Baragar.
4. Science—A. L. Herron.
5. Teaching Language Expression, Grades I-VI—Miriam Norton.
6. Musical Appreciation in the Classroom—Beth Douglas.
7. Art—Mary Filer (Montreal).
8. Mathematics—D. S. McIntyre.
9. Workshop in Health Education—Margaret Nix and Olga Anderson.
10. Technical—R. J. Johns and Associates.
11. Kindergarten, Elementary—Jean Care (Toronto) and Associates.
12. Kindergarten, Advanced—Jean Care (Toronto) and Associates.
13. Oral French—Inspectors Muller and Brooker and Associates.
14. Gimli Courses—E. F. Simms and Associates.

Since the first announcement, we have been fortunate in securing Miss Mary Filer, of Montreal, to offer a course in Art. Miss Filer is an artist in her own right, emphasizes creative art which is of particular interest to Manitoba teachers who have followed the radio series. Miss Filer is a native of Edmonton, Alberta. Her first training in art was received at the Balfour Collegiate in Regina. During the war she trained as a nurse in Regina and at the neurological institute at Montreal. In this period she continued her art studies, finally leaving nursing and working under Dr. Lisner at the Montreal Art Association Schools. In 1946-47 she was art mistress at St. Helen's School, Durham, Quebec. Since then she has been working with Dr. Lisner with different types of students from children to McGill students. She is art mistress for senior girls at Weston School, Westmount. Her work has been exhibited in Toronto and New York.

For the Kindergarten work, we are happy to announce that Miss Jean Care of Forest Hills Schools is coming to direct the work. She comes with a fine background of training and experience and with the highest recommendations. Miss Care will give talks on Child Development and have general supervision of the practical work which will be carried on. With her will be associated two leading primary teachers of Winnipeg. This course will be open not only to teachers who plan to make a career of Kindergarten work, but also to primary teachers, who will find this a very valuable course in dealing with beginners. Any one who wishes to prepare for private Kindergarten work will be welcomed.

We should like to call attention to the courses that, while of general interest, will be of particular value to teachers of Grades VII-X. These are: Dr. Moore's course in the Correlation of Teaching and Testing which is intended to help teachers in the selection and use of tests and what is more important the interpretation of the results; Bro. Bruns' course in Guidance which will emphasize the value and place of guidance in our school program; F. D. Baragar's course in Geography which will give background for teachers of Social Studies and acquaint teachers with the new Grade X course in Geography; A. L. Herron's course in Science which will review the new course in Biology for Grade IX and the new course in Physical Science Grade X. Any who are now teaching these grades or plan to teach them in 1947-48 will find these courses very valuable preparation for next year's work. Teachers in one-room high schools who carry a very heavy teaching load should avail themselves of this opportunity to take off in advance some of the preparation load which always comes with new high school courses.

Here is another message intended especially for secondary school teachers. The Department is prepared to offer courses in Matriculation, Latin and French if there are sufficient students wishing such courses. If you know of young people who want to clear these subjects for entrance to university please send in the names as soon as possible. If enough apply by June 10 we shall accommodate them.

University Of Manitoba Summer School

The twenty-ninth annual Summer School of the University of Manitoba will be held on the Fort Garry Campus of the University from July 5 to August 18. All Grade XII and First Year University courses will be available, together with a wide selection of courses of the other years in arts and science. In Home Economics, courses are offered in Art, Clothing and Textiles, and Foods and Nutrition; in the Faculty of Agriculture, the first year agriculture subjects (agricultural, engineering, animal science, dairy science and plant science) are offered in a summer school from July 5 to August 26.

A copy of the Summer School Calendar may be obtained by writing to the Registrar, University of Manitoba, Winnipeg. Enquiries regarding Grade XII or University courses should be addressed to the Registrar, University of Manitoba or to Dr. E. G. Berry, Director of the Summer School, University of Manitoba. All applications for courses must be sent in by June 14.

Residence accommodation for both men and women students is available at moderate cost in the University of Manitoba Union on the Fort Garry Campus.

MINISTER'S PAGE

(Continued from page 2)

students who enrol in them will yet preserve the emphasis on a sound general education as the first objective of our secondary schools. They are not designed as "trade schools." Provision will be made at all stages for transfer from one course to another should the student desire to change his plans and be prepared to undertake the work necessary to his readjustment. The whole secondary school program is designed to give the maximum flexibility compatible with the primary objective—the training of free citizens in a free society.

PREVIEW OF SCHOOL BROADCASTS 1948-49

This preview of the school broadcasts which will be presented during 1948-49 will give you teachers an opportunity to study it carefully and to discuss it with your principals so that when time-tables are being planned for next year, consideration may be given to the school broadcasts you wish to use.

Programmes will be heard at 3:00 o'clock CST.

Symphony Orchestra Concerts

Grades 7-11

FRIDAYS

Two Symphony Orchestra programmes presented for schools by the Toronto Symphony Orchestra and the Vancouver Symphony Orchestra with a specially prepared commentary for students.

Shakespeare

FRIDAYS

A complete presentation of Shakespeare's Julius Cacsar in five instalments.

We Build a Nation

Grades 5-9

FRIDAYS

A series of five or six dramatizations of an historical biographical character dealing with a few leading figures in Canadian history—LaVerendrye, Alexander MacKenzie, Lord Strathcona, Alexander Graham Bell and Sir Adam Beck.



Our National Services

Grades 5-9

FRIDAYS

A series of four programmes of a documentary and actuality character dealing with Dominion Services. (e.g.) Postal Services, Royal Canadian Mounted Police, Trans-Canada Airlines.

Canadian Legends and Folk Lore

Grades 3 and 4

FRIDAYS

Canadian Stories

Grades 5-9

FRIDAYS

Dramatizations of works by well-known Canadian authors.

Children of The Commonwealth

Grades 4-6

FRIDAYS

A short series dramatizing the lives and interests of children in other parts of the British Commonwealth of Nations.

Le Quart d'Heure Français

Grades 8-10

3:15-3:30 MONDAYS

A series of twenty fifteen-minute French language broadcasts commencing in January.

Intermediate Music

THURSDAYS

Twenty-four to thirty programmes of carefully planned music broadcasts for the Intermediate Grades.

English Literature

Grades 7, 8 and 9

TUESDAYS

A short series of English Literature programmes especially planned for Grades 7, 8 and 9 which will include the presentation of a Greek myth, a Bible story, a ballad, an allegory and an adventure story.

VOLUME IX, NUMBER 9, MAY, 1948

Gateways to The North-West

Grades 5-6

TUESDAYS

A Social Studies series of fifteen half-hour broadcasts which will aim at developing the students' interest in the activities of the people and an appreciation of western development and progress.

It's Fun to Draw

Grades 4-8

WEDNESDAYS

A series of ten creative art broadcasts which will be heard on alternate Wednesdays commencing early in October.

For Friends of Books

Grades 4-8

WEDNESDAYS

Dramatizations of ten books for recreational reading. These will be heard on alternate Wednesdays commencing early in October.

Nature Study

Grades 4, 5 and 6

3:15-3:30 MONDAYS

Ten broadcasts which will be directed to Grades 4, 5 and 6 in the hope of arousing greater interest in nature study.

Adventures in Speech

Grades 2 and 3

3:00-3:15 p.m. MONDAYS

A speech training and story-telling programme for Grades 2 and 3. (October to December).

Time Out for Primaries

3:00-3:15 p.m. MONDAYS

A new series for the primary grades which will be heard from January to March. There will be music, activities and stories, all correlating the Social Studies with Health, English, Art and Music.

Song and Rhythmic Play

3:00-3:15 p.m. MONDAYS

Another series of music and movement broadcasts for the primary boys and girls.

TRACK AND FIELD COACHING HINTS

By HART M. DEVENNEY, M.A.

The following material was given to the writer for publication by Mr. Wray Youmans of the University of Manitoba, well known Track Field Coach in the Province.

In view of the forthcoming High School Provincial Track and Field Meet at Brandon on June 5th, it is hoped that it will be used with profit.

GENERAL

Four to six weeks of consistent training are considered necessary to bring an athlete to the peak of form.

The necessity of a careful warm-up before strenuous activity should always be observed.

Careful cooling off after exercise is also considered important.

Proper diet is a must—the simple rule of eating only those foods that you know agree with you is standard. Fried foods, pastry and gas forming foods should be avoided by athletes especially as they near peak form and certainly for the last two or three days before competition. The last meal before competition should be at least two hours in advance.

Drinks—Tea, coffee are not good but if accustomed to them they may not do any harm when used in moderation.

Milk—should be taken slowly and in small drips rather than in gulps. The quantity should also be cut down during the last week before competition. All drinks should be cut to a minimum the day of competition.

Sleep—The requirements vary with individuals, but eight to ten hours is the generally accepted period.

The “off the track” training is of at least as much importance as the track work and is entirely the athlete’s responsibility. Conditioning includes the preparation of the muscles for extreme effort, development of the ability to fight off fatigue, and the attainment of neuro-muscular control. Smoking, drinking and late hours cut ability by 50 per cent.

TRAINING

Sprints—Good balance and co-ordination of arm and leg are most important. Toes should point straight front and the feet should strike the ground almost directly under the centre of the body. The arm swing must be suited to the length of the stride and of equal power on both sides. Remember too that the legs cannot be moved any faster than the arms can move, therefore some time should be spent on developing the shoulders. The arms are carried at about a 45 degree angle and swing from the shoulder, (elbows do not alter their position during swing): on the back swing the hand does not pass behind the hip, forward swing is slightly across the body and reaches about chin high.

The head is carried in a normal position; avoid chin on chest, or carrying head too high or swinging from side to side.

Starting is of great importance; it requires special attention and hours of practice.

The crouch start while recognized as standard has many variations. It is the coach’s responsibility to analyse each individual’s style and make the adjustments necessary for best results. The beginner should kneel on one knee (strongest foot forward) arms shoulder wide and hand on starting line, knee of kneeling leg at instep of forward foot, mark position of feet on track and then dig toe holes about four inches deep. The back wall of front hole should slope backwards slightly, while the back of the other should be vertical. The back wall of both should be parallel with starting line.

In the “get set” position, lean forward until all the weight is born by the hands and forward foot, the knee of the back leg will be about three inches off the ground; the back almost parallel to the ground. The head should not be raised, you only need to see 15 feet to 20 feet down the track.

When starting command is given, drive with both legs swing arms vigorously and starting with short quick steps, body well forward, gradually lengthen stride and allow body to rise to normal running position. This should take about ten yards. The arm swing for the first few steps should be quite short in order to co-ordinate with the short quick steps that must be taken to build up speed, gradually increasing to full stride. The breath should be held throughout this first burst of power to provide a strong leverage for the muscles of the thighs and shoulders.

The last eight or ten yards calls for more power again and every sprinter should continue to drive for two or three yards after crossing the finish; then slow down gradually. Never try to stop within a few steps. Pull on sweat clothes or blanket and walk slowly around until breathing approaches normal rate.

In training, plenty of overdistance jogging, keeping well up on ball of foot and extending the ankle are recommended. Plenty of short quick sprints should be run each night and probably once a week (after third week) an all-out full distance should be run.

The middle distance races call for more endurance and should be run according to a plan, i.e., a sprint start—float, build up and finish. The length of each of these will vary with individuals.

It is obvious that the longer the sprint you can carry consistent with what you must have for the finish is a real factor. You will therefore work toward that end and shorten the other sections. Some runners prefer a slow start with an ever increasing pace and a sprint finish.

In training, overdistance runs at less than your racing stride will increase stamina, condition muscles and wind, but one caution, too much jogging may cut down your stride. You cannot hope to win middle distance races with a short jogging stride; you should work to increase the length of stride until you have the maximum that it is possible for you to maintain. In addition therefore to your jogging, a good deal of striding (long steps) should be practiced.

In the middle distance races the arms are considered more as a balance factor and are carried in a more relaxed manner.

During training, whether running overdistance or underdistance, always run all out for the last ten yards so the habit of striving for more and more speed is well set. This sprint will win plenty of races.

RELAY RACES

Shuttle races—call for a fast start from the standing position. It is therefore recommended that considerable time be spent developing the shoulders so that exceptionally fast arm swinging may do its part in speeding up the leg movements. In those first few short steps required to get the body in motion and into full stride lies the main factor for success.

Passing the baton is of course important and since it requires careful timing between two people it is important to have the members of the team run in the same order each time. They must learn not to pass with a stiff arm, especially the receiver who should give slightly at the elbow while securing a good grip.

Valuable time will also be lost if the incoming runner slows down as he approaches his team mate. He should use his arms to run with up to within the last three paces when he raises his arm to the height most suitable (and agreed upon) to the receiver.

Pursuit relays—allow for a flying start of all except the first runner and here again good co-operation between incoming and outgoing runners is required. It is therefore important to establish the running order as soon as possible.

Number one with baton in left hand uses the crouch start and as he approaches number two (who has taken his place at the back mark of the passing zone) runs slightly to the left and continues to run at full speed until the baton has been safely transferred. Number two starting slowly as team mate approaches tries to attain the same speed so no time is lost in the transfer. Outgoing runners must remember that the incoming man is tiring and must judge the pace so the baton may be passed within the zone; otherwise the whole team will be disqualified.

POLE VAULT

This event calls for agility, speed, strong shoulders, arms and hands.

Stretching exercises, push ups, pull ups, hand gripping exercises, high kicking for swing leg, knee bends and ankle extensions for jumping leg, and abdominal exercises, all find a place in the vaulter's routine.

The pole should be gripped (strong hand on top) about cross bar height (later the grip will be below cross bar level), the other hand being about 18 inches lower. Top arm is extended to rear just outside of hip while lower arm is carried across the body to hold pole at right angle to front of body. Plenty of practice at sprinting while carrying the pole is essential to develop speed without causing pole to sway.

A consistent run up so that the jumping foot hits take-off mark is of the utmost importance and once established should be measured for future use.

The pole should reach the stubbing board slightly ahead of hitting the take-off mark to allow time to slip bottom hand up towards and close to top hand. The pole at time of take-off will be above head, hands about ten inches in front of body and arms nearly straight.

On take-off, kicking leg is swung vigorously forward and upward. Both feet should then come well up in front of the body but the trunk will be checked in line with pole. At this point a pull up is required, legs are extended upwards, the body face down and a push up is executed. The legs now drop or jack knife, the pole is pushed away and the arms thrown up to clear the bar.

Practice for form at a height easily cleared and raise the bar as progress is made. Remember that as the bar is raised, your take-off mark and height of hand must also be altered.

BROAD JUMP

Early training can be done with the sprinters with emphasis on quick starts and leaping from jumping foot as you run.

The approach to the take-off board should be only as long as you require to get up full speed (usually about 60 feet); but you must be consistent over this distance so that the jumping foot always hits the board.

When your run-up is established, measure it so no matter where you go the distance can be measured off and there need be no worry about hitting the board.

The last three or four steps (you can have a check mark where these start if you wish) are settling steps. They will be slightly shorter while you gather or settle for the jump.

The free leg and arms are brought vigorously forward and up. When the last ounce of leg drive and ankle extension of the jumping leg is expended it should be swung up strongly as though kicking a ball with the knee, to assist in gaining height. As you approach the pit, the feet should be extended forward (never straight down) to gain all the distance possible.

As the heels touch the sand, relax the knees and allow your momentum to carry the body forward so you do not fall back and shorten your jump. The arms are swung forward and up.

HOP, STEP AND JUMP

The preliminary work is the same as for the Broad Jump.

Balance is of great importance. The landing foot in each case should be under the centre of the body to avoid weaving and consequent loss of distance.

The hop being the initial effort should be as long as possible consistent with control; not too high since the shock of landing may interfere with the quick step so necessary to gain as much speed as possible for the jump. The step should be made with knees slightly bent in order that there may be sufficient gather in the jumping leg for the last great effort.

The arms should be used vigorously to lift the body forward and must be well co-ordinated with the legs.

HIGH JUMP

Preliminary training includes some jogging with a leap upwards from the jumping foot every few steps. Of these leaps be sure the ankle is fully extended each time so that every ounce of drive may be developed.

High kicking should be practiced and special attention given to the strengthening of stomach and shoulder muscles.

In this event too it is wise to have the approach run measured off. If the take-off is too close to the bar or too far away the cross-bar will be knocked off either going up in the first case or in coming down in the other. Perfection calls for the peak of the jump to be immediately above the bar.

The first part of the run-up (and it should be short) is made in a relaxed manner. The last three are the power steps; make them hard, stamping steps in rapid succession and in a knee bend position so that when the jumping foot is placed there will be some bend in the leg to jump with.

The jumping foot should be well centred laterally under the body and slightly in front of the body so that all the effort may go into getting height. If the foot is not centred under the body the reaction will be, if laterally off, to jump side-wise into the bar, or as is most common (foot ahead of body) to be off balance and falling backward before jumping foot leaves the ground.

For the scissor jump approach and take-off stand on 30 to 40 degree angle facing the bar and far enough away that the swinging leg does not strike the bar, thus locating take-off mark. Next, establish a check mark three paces from take-off, and a starting mark. When these are well established and you can hit them consistently you may need to experiment with the angle of your run-up.

Avoid what is a common fault, of your last step carrying your body parallel to the bar and then trying to jump side-wise over the bar. The angle should be maintained as then you cross the bar in the shortest possible time. You do not jump over the bar; use all your energy to get height and the momentum of the run will take you over.

The Western Roll is a style where the body reaches a lay-out parallel to the bar at the peak of the jump and with a quick turn you drop into the pit on both hands and one foot.

This style is considered superior to the scissors but requires a great deal of practice to master. The approach is much the same as the scissors but is made at about a 45 degree angle and from the opposite side from which your scissor jump.

Suggested steps for learning:

1. Get your marks established.
2. At a low height jump, keep body upright and by quick lifting of jumping foot across bar as though sitting in a chair.
3. At the peak of your jump shoot the kicking leg sideways parallel to bar; keep jumping knee high.
4. Next, as kicking leg is extended, tip jumping knee upward and look over the shoulder toward pit.
5. Now, as leg is extended allow shoulders to drop back so that body is now parallel to ground; then speed up the swing of the jumping knee to sharpen the turn.

SHOT PUT

Preliminary training calls for strengthening the legs, shoulders, wrist and fingers. Stomach muscles and those of the lumbar region both back and sides also need attention. Deep knee bends with quick jump up, press up, sit ups with trunk turning (feet supported), will be useful. Stretching exercises will also be helpful.

The shot put calls for a series of bursts of power very closely co-ordinated and done in the following order: glide across circle, rotation of trunk, leg drive, arm extension and wrist snap.

Standing at back of circle, left shoulder toward direction of "put," right leg slightly bent and carrying most of the weight, left foot touching ground to help maintain balance, left arm extended, shot held well out on forward half of the right hand and the fingers and snugged in against the neck.

After a preliminary swing or two of the left leg, kick it sideways toward front of circle, at same time hop or rather glide the right foot forward toward front of circle, (keep knees bent on landing), drop the right shoulder slightly, using left arm which has been carried partly across the body to help gain momentum, turn the shoulders front, then drive with the legs, push right arm vigorously upwards at about a 30 degree angle, at same time swing left arm down beside the body, and finally there should be a strong snap of the wrist. When the shot has left the hand a quick exchange of foot positions (reverse) is made to avoid losing balance and touching outside the circle.

DISCUS

The discus throw is a highly complicated event and calls for considerable agility, strong shoulder and arm muscles and a good sense of balance.

Preliminary training should be pointed toward this end.

For the beginner, it may be best to take the same stance as in the shot put except that the weight must be on both feet and the throw made from the standing position.

Hold the discus in front of you in your left hand, place the right hand on top with the first joint of the fingers curled over the edge, the first three fingers fairly close together, thumb and little finger well spread.

Swing the right arm back as far as it will go and then forward and upward to shoulder level (the left hand supports the discus for the first bit of backward swing and meets it again as it comes forward). If the swing is made with some

speed the discus will not fall away even though the palm of the right hand must be kept toward the ground.

After a few preliminary swings the body should be allowed to turn back with the arm but the forward turn of the body must be ahead of the arm; thus when you deliver the discus the body acts first in a sort of crack the whip action and is then set firmly to provide power for the shoulder and arm muscles to make the final effort.

As the right arm is swung back each time the left swings across the body, it is therefore in position to be swung back vigorously to help rotate the body for the final effort of the throw.

When this is mastered and you can make the discus sail without fluttering, you are ready to add the turn.

Take the same stance now at the back of the circle. After two or three preliminary swings and you are ready to make the throw, the turn is started when the right arm is at the limit of its backward swing, keeping the arm in that cocked position, you make one full turn counterclockwise by pivoting on your left while the right is swung around 180 degrees, then the left follows to complete the turn. The balance of the throw is made as you learned it in the standing position. All these actions must flow, each portion adding to the momentum.

As in the shot, when the discus has left your hand, reverse the feet to avoid fouling. Movement through the circle should be in a straight line, feet close to the ground, knees bent for the final effort. The discus is delivered at about a 30 degree angle and flat as it sails to cut down resistance.

Mightier Than Steam

I go out into the streets of this great city. I hear everywhere the hum of industry. I see great blocks of buildings going up under the hands of busy mechanics. I see the smoke of the machine shops and foundries where skilful artisans are constructing the marvelous productions of inventive genius. I see the clipper ships discharging their cargoes. . . . The banks are open, and keen-sighted capitalists are on "change."

And when I go to visit some little schoolroom, where a quiet woman is teaching reading and spelling, the school seems to be something distinct from the busy life outside.

But when I pause to remember that the steam engine was once but a dim idea in the brain of a boy; that intelligence is the motive power of trade and commerce; that the great city, with its banks and warehouses and princely residences, has been built up by skilled labor; that in the construction and navigation of the ocean steamer so many of the principles of art and science must be applied—I see in the public school, with its busy brains, an engine mightier than one of steam; and the narrow aisles of the schoolroom broaden into the thronged streets of the great city.

I know that the schoolboys will soon become workers; that one will command the steamship, and another will become the engineer. One will be a director of the railroad, and another will ride over it to take his seat in the Senate of the United States.

One will own the quartz mill. Another will build the machinery. Still another will invent some improved method of working its ores. One will be the merchant who shall direct the channels of trade. One will be the president of the bank. Another shall frame laws for the protection of all these varied interests.

And the teacher, whose occupation seemed so disconnected from the progress of human affairs, becomes a worker on mind which shall hold the mastery over material things.

—JOHN SWEET.

THE MANITOBA SCHOOL JOURNAL

Departmental Bulletin

IMPORTANT NOTICES

Re: Promotions from Grade X and from Grade XI

Principals should acquaint their students at this time with the procedure outlined on page 6 of the current Program of Studies, relative to promotions.

Re: Supplemental Examinations, Grade XI

Principals are asked to advise their students that the only time at which Grade XI students may write School Examinations for credit is in June of each year. Principals will report such credits at that time on score sheets provided. This means that students carrying Grade XI conditions as a result of either School Examinations in June, or Departmental Examinations in June or August, will not be permitted to remove such conditions by way of school tests, unless they carry the conditions until the following June, when they may be recommended for standing in the regular way.

Re: Grade IX Tests, June 1948

Principals are asked to note that the question papers for the Grade IX Departmental tests in June, 1948, will be forwarded to the schools by insured parcel post, on June 7. The tests will be written on June 17 and 18.

CONDITIONAL PROMOTIONS FROM GRADE X

Students who, after June 30, 1948, have not more than two papers to pass to complete to the end of Grade X, may be promoted provisionally to Grade XI. However, during the last week of October, 1948, such students will be required to pass supplemental examinations in the Grade X subjects in which they have failed. These supplemental examinations will be prepared and marked by the teacher. The subject timetable will be prepared by the Principal, but the tests must be written during the period October 25 to October 29 inclusive. Prior to the writing of the tests, the Principal should advise the Registrar, Department of Education, of the number of Grade X students in his school who will be eligible to take such school tests. The Department will then forward to the Principal the required number of statement forms and score sheets upon which the teacher will record the results of these examinations. Immediately upon the completion of the writing of the tests, the Principal will complete the score sheets and statement forms and forward same with the answer booklets and copies of the question papers, to the Inspector. (Note: Principals of Collegiate Institutes that were granted Accrediting privileges for the school year 1947-48, need not forward the answer booklets or question papers to the Inspector, but must retain them in the school for a period of six months from the date of examinations.) The Inspector will decide, on the basis of these tests and his knowledge of the work of the pupil, whether or not the student shall be given standing. The Inspector will forward to the student a statement of the standing granted and will retain one copy of the score sheet, forward one copy to the secretary of the school district and return one copy to the Department of Education.

Grade X students who fail in more than two subjects in June, or who do not pass their supplemental examinations in September, must limit their Grade XI work so that the following June, they will not write more than eight papers, including supplementals. The student should select, in Grade XI, subjects in which he has secured Grade X standing.

VOLUME IX, NUMBER 9, MAY, 1948

Departmental Examinations, June and August, 1948.

Daylight Saving

Principals are advised that the examinations will begin and close at the time specified on the time table, irrespective of whether the local area is operating on central standard or on daylight saving time. However, if the school is operating on daylight saving time, the Principal will not allow any student to leave the examination room before the expiration of one hour from the time the examinations are scheduled to begin.

High School Students And Overseas Correspondence

Below will be found copy of a letter written to the Department of Education by the "United Nations Society in Canada":

"Dear Sir:

Will you be good enough to bring to the attention of High School students, the services of the Overseas Correspondence Department of the United Nations Association in Canada please?

We have contacts for arranging correspondence with nearly every country in Europe, also with the South American and Central American countries as well as with the English speaking countries.

Requests from Britain, France, Belgium, Switzerland, Netherlands and Germany especially, are so numerous I have difficulty in finding correspondents in Canada.

Our German contact says correspondence between the youth of Canada and Germany will do a great deal to assist the task of reconstruction in Germany.

I shall welcome the names, addresses, ages and interests of boys and girls of 14 and over who are willing to promote better understanding between countries through correspondence.

Thanking you,

Yours sincerely,

(Signed) MRS. R. T. TANNER, Director,
United Nations Society in Canada,
678 Huron St., Toronto, Ont."

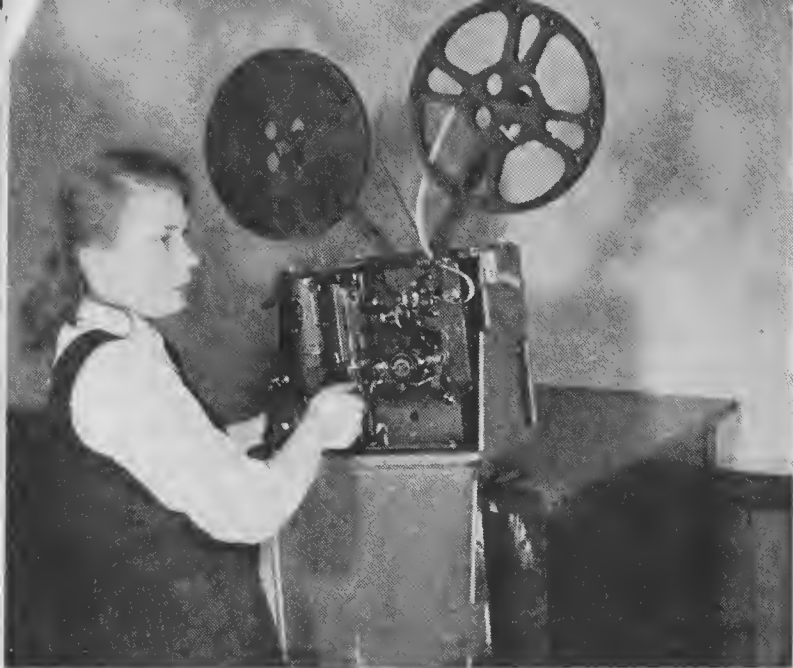
Principals are asked to encourage their students to forward the necessary information to Mrs. Tanner. It will be noted that all correspondence relative to this subject will be directed to Mrs. R. T. Tanner, Director, Overseas Correspondence Department, United Nations Society in Canada, 678 Huron St., Toronto, Ont.

Re: The Public Schools Act

School boards and others desiring copies of The Public Schools Act are hereby notified that there are no further copies of the present Public Schools Act available. A revised copy of The School Act is being printed, and it is expected to be available early in the month of June.

Re: Grade IX Tests

The Department of Education will be conducting tests in three subjects of Grade IX, in June of this year (English, Arithmetic Fundamentals and Mental Ability). The tests will be of a standardized type, and will be written on June 17th and 18th. Immediately upon completion of the writing of the tests, the teacher will forward the answer booklets to the Department, for marking. The question papers will be mailed from the Department on June 8th and full instructions pertaining to the administering of the tests and the returning of the answer booklets will accompany the question papers.



Many children display keenness and thoroughness as well as interest in mechanical devices. A crew of student projectionists experience real-life learning, while assisting in the administration of the school's visual aids centre.

TOO many schools have adopted the idea of vitalizing their educational program with teaching films, purchased an expensive motion picture projector, and then left their new baby to wobble through an awkward integration with school studies. There is little wonder that this infant idea has manifested some tendencies toward becoming an educational delinquent.

There is a vast difference between USING film and SHOWING film. The use of films and other instructional materials should be developed as a program, with all the planning and co-ordination that the term implies—administrative services, integration with the curriculum, assistance to teachers in the use of the medium, a study of problems relating to the mechanical aspects of the program. The utilization of audio-visual materials demands more rather than less preparation and participation by the teacher. But, there is a limit to the amount of time and energy that a teacher can expend, and even though research has substantiated the teaching film's time saving attributes, the use of films may not be justifiable under impeding circumstances. Co-ordination evidently provides the needed assistance in utilization of sensory-learning devices in the classroom atmosphere. Although the responsibility for successful utilization of teaching films is shared by all teachers in the school, there is a focusing of this responsibility upon the individual designated by the principal as the co-ordinator or director of audio-visual instruction, wherever a school chooses to adopt this teaching technique to serve more diversified functions in general education.

The co-ordinator must then become a devoted enthusiast for the values of sensory-learning, a live-wire organizer, a promoter, an inspiration for research in the field, and somewhat of a "gadgeteer" so that "education by electronics" will not falter, but rather keep stride with the surge of scientific instruments created for the acceleration and betterment of the learning process.

Being a teacher, with time release for his duties as a co-ordinator of visual aids, he is immediately and directly sensitive to the needs of his fellow teachers and the school as a unit. The co-ordinator becomes familiar with opportune instructional aids for his colleagues, and upon this basis commences to organize a visual aids centre for his school.

Co-ordinating the in a Single

by JOHN W. PANKIW,
Audio-Visual Aids Co-ordinator,
Aberdeen Junior High School, Winnipeg.

Equipment

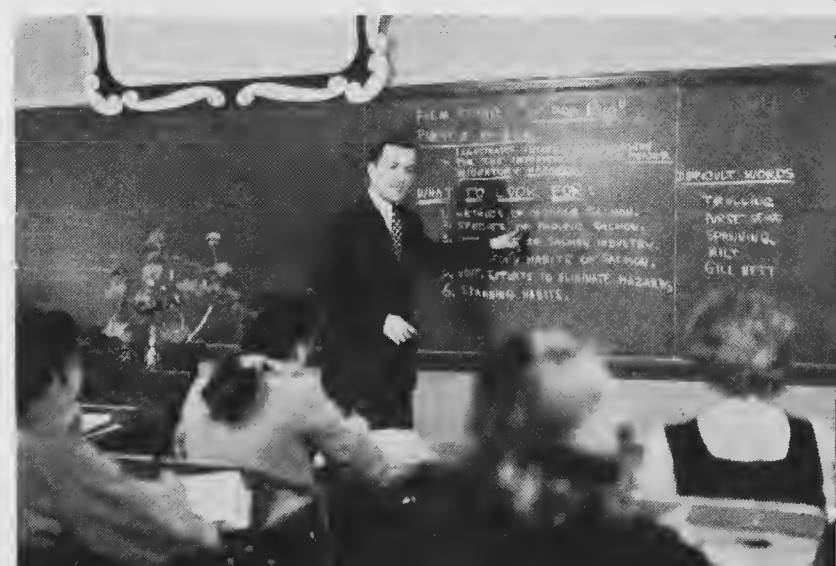
Projectors, screens, and films are tools of education, and, like other tools, cannot do a job alone. Their effectiveness depends to a considerable extent upon the skill of the teacher using them. A well designed centre requires more than a sound-on-film projector. Long-time planning should provide for a record turntable, a microphone, a good film splicer, and perhaps, an auxiliary speaker, all of which will contribute to greater dividends of the original investment. The school should not overlook the educationally flexible and relatively inexpensive film slide projector.

At the outset an equipment procurement committee should be formed involving the co-ordinator and two other instructors to advise the school board on the type of equipment required. To this committee will undoubtedly fall the task of raising the necessary funds through school teas, public entertainments, Home and School Associations and donations. Such devices have made it possible for many schools to utilize audio-visual aids for instruction.

The Audio-Visual Room

Ideally, the motion picture equipment should be located in a specially arranged classroom. If a cloakroom exists at the rear of such a room, this would make an excellent projection booth and storage room. A 30 by 18-inch window should be cut into the wall through which pictures may be projected without the disturbing noise of the machine. A metal cased roller screen with a beaded surface, a type most desirable for the showing of color-film, should be mounted on the front wall of the classroom so that the bottom of it is just above the head level of the pupils. To attain full fidelity of sound reproduction, the speaker should be mounted at the side and

There is a vast difference between the showing of films and teaching with films. There is technique in teaching with film—a technique based upon the laws of learning. The co-ordinator furnishes an active example of the art and skill required in using sensory-learning techniques.



Audio-Visual Program School Unit

Co-ordination provides teachers within a school with the needed assistance in utilization of sensory-learning materials as an integral part of classroom procedure.

near the top of the screen, and directed towards the third seat from the end of the middle row. The speaker cord should not be placed where children may trip over it. In place of this cord fasten a telephone cable with electrician's staples onto the baseboard on the window-side of the room. This arrangement frees the original speaker cable for use with the projector when ported elsewhere. Wooden channels should be provided with the dark window blinds for a more efficient light elimination.

A Crew Of Projectionists

While it is desirable for every teacher to understand the principles of projector operation, it is not necessary to learn to be expert projectionists. A crew of trained student projectionists composed of senior boys and girls keen to handle automatic devices, can relieve the teacher of the mechanics of projection and permit her to devote her efforts to the instructional control of the class. Additionally, student projectionists can be trained to manage, under surveillance of the co-ordinator, the bookings of films requisitioned by the teachers, to provide for the time-tabling of classes requesting the use of the "little theatre," and the assignment of projectionists for duty.

As soon as crew members are trained and ready to start work, at least two forms should be developed. First, form for "requisitioning film and service" illustrated herewith, provides for the teacher's name, type of material to be used, and date upon which it is to be screened for a particular class.

This form is then returned to the co-ordinator who allocates a student-projectionist for the assignment. The film material is immediately booked in the source library by the secretary of the crew. Form B is a four-week time-table

The cumulative card catalog of film topics, with its appended evaluations, becomes an indispensable study guide as pupils search out and obtain a selected list of correlated film aids for a particular unit of study which their class has planned.



The visual-aids program is extended to embrace student participation. A seventh grader is shown providing his own narration for a film on the "WATER CYCLE" with the film's original sound track turned off.

blank, wherein teachers initial the period during which film service is required. The use of these forms and a well trained student crew of projectionists will assist every teacher in the school to make greater use of the projected teaching aids with a minimum of delay and effort. The teacher is completely relieved of all this responsibility, and can devote her entire time to directing the mental responsibility of the class. On the other hand, crew members are given excellent training in sharing responsibilities, in proper caring for equipment and materials; pupils who have lived and worried and struggled with bookings, confirmations, and schedules have themselves experienced real-life learning.

REQUISITION FOR FILM AND SERVICE

Today's Date.....	
Title.....	Source.....
Title.....	Source.....
Title.....	Source.....
Title.....	Source.....
Service required: Date..... Hour.....	
For the following class(es) Rm. No.....	
Is Auditorium Required.....	
Teacher	
Projectionist Assigned	

The Cumulative Film Catalog

Lack of complete information and unbiased evaluation of instructional films is the outstanding handicap for most classroom teachers in selecting audio-visual aids. The film library's scanty synopsis, intended only to identify the film topic, cannot answer all of the questions arising in the mind of the teacher selecting a new film. A four by six cumulative card index of all instructional films stocked in accessible libraries is a valuable record for the school. Synopsis of individual films are cut out of the original library catalog and each is pasted on a separate card. The cards provide space for information as to how the film was used, the instructors evalua-

(Continued on page 24)



"MAGIC CASEMENTS"—do you remember those lines—

"*Magic casements opening on the foam*

Of perilous seas in faery lands forlorn"—

from Keats' immortal "Nightingale?" To me, when I first heard them, they seemed redolent of the very essence of poetry, the magic, the music and the enchantment of poesy itself. Years later when I had heard the actual roar of waters of perilous seas crashing on forlorn shores, the charm of the lovely lines still haunted my memory. It came back in full vigour when I opened the pages of the delightful little publication to which I direct your attention today.

"*The Geographical Magazine*" is modest in size. It has to be—for it is published in England where restrictions on all commodities, including paper, are still very rigid. Looking at it I doubt if I would have it other than it is for the very restrictions have enforced such a high degree of selectivity that what has found print is the product of much refining and has intrinsic values that might not be so obvious were the essay less rigorous. Despite its restricted volume, the compass of the magazine is amazingly wide with elements drawn from many fields of human interest. When we find in a geographical magazine articles on such topics as "*Animals in Art—French Tapestry*," "*The Spirit of Western Ireland*," or "*Masterpieces of Deccan Rock Sculpture*," we have very obviously found a new and rather fascinating interpretation of the word, "geography."

For I can remember, and some of you may be able to confirm my recollections, grim lists of such dreary items as the capes and bays of England: It had never occurred to me until that ardent geographer, my friend Fred Baragar, pointed it out, that such lists were hangovers from the days of the navigators to whom these really meant something. We weren't navigators when I was at school but we memorized them just the same along with the heights of Mont Blanc, Everest and Kilimanjaro and the lengths of the Yenesei and the Yangtse Kiang. (I wonder to whom these meant anything). Well, it's a long time ago now and perhaps our memories were trained—they were at least exercised!

Such lists are happily relegated to the limbo—let them rest! For geography as the term is understood today is closely related to the activities of man, to the communities in which he dwells and to the forms of society that he has evolved. Now that as a subject of study geography is reasserting its place (it's "rightful" place, Mr. Baragar) in our high school programs it is quite important that we should realize the change that has taken place. Take a glance at any good modern geography. Note the diversity of its contents, but note especially the unity within that diversity. To borrow a term from our neighbors to the south (which I do not like to do but occasionally do all the same) geography has become "man-centred." That is why this magazine "*The Geographical Magazine*" with its emphasis on the interests of man has come so opportunely to hand.

Its editor is Michael Huxley, a member of a family of world wide repute in scientific and literary circles. Mr. Huxley's own achievements in the literary field are a sufficient guarantee of the tone and quality of the production. It is published in London with editorial offices in St. Martin's Lane. If you are interested in such details you may like to learn that its founders undertook the legal obligation to assign one-half of all profits to a fund for the advancement of exploration and research and the promotion of geographical knowledge; the fund being administered by a board of trustees under the chairmanship of the president of the Royal Geographical Society. I may tell you more of these things before the end of this article but just now I'm getting as impatient as you are to pick up the magazine itself and to glance through some of those magic casements.

Magic C

(THE GEOGRAPHICAL M

By A. M.

"*Carnival in Trinidad*," by Sir Lennox O'Reilly—"In two days Lent begins. For the past six weeks Port-of-Spain has been working up to a tremendous emotional pressure in preparation for these two days when it can really let off steam. Composers and singers of Trinidad's famous 'calypsos' have been practising their latest variations of the traditional rhythm; old costumes have been refurbished up, new ones pieced together with such material as is available and in any design that strikes the imagination . . ."

To judge from the richly colored illustrations of the masqueraders, the imagination of the islanders must be very vivid, but it was the "calypso" that caught me. The origin of the term is obscure; it is probably French but exactly what it meant is not known. What it means today is very well known. It is strongly reminiscent of those ribald rhymes and lampoons that delighted our great-grandfathers in 18th century London.

. . . "For throughout the celebrations, the 'ehantwelles' as the calypso leaders have been called, loosen up on anyone whose characteristics take their fancy. They have kept the best of the new tunes up their sleeves, and in the calypso 'tents,' which spring up in Port-of-Spain before the Carnival, the professional calypsonians exercise their voices and their wits to the delight of hilarious audiences. Local politics and scandals; contemporary events; personalities popular and unpopular—all these come in for their share of witty comment and criticism. Many verses are improvised by the calypsonian while the accompanying musicians are



Round

Casements

MAGAZINE - A REVIEW)

M. PRATT

repeating the chorus; especially when rival singers engage in 'war' and expose each other's shortcomings for the amusement of the crowd . . ."

I like the calypso dedicated to the new Governor, Sir Bede Clifford . . .



d Tower at Ardmore

*"At the Legislature just recently
He thrilled the entire community
When with great tact and diplomacy
He demonstrated his magnanimity.
The increments they gave him he immediately
Donated to deserving charity.
As much as to say he didn't agree
With Government's re-grading of salary."*

Excellent! I wonder what a good calypsonian would find to sing about in Winnipeg.

• • •

Another window case-ment — let us glance through this one: "Masterpieces of Deccan Rock-Sculpture" by Oswald Couldrey. We are about 170 miles east-north-east of Bombay in the massive Deccan that fills the triangle of southern India. We find some thirty caves, wholly artificial, hewn in the solid granite of rocky escarpment of Ellora—but let the author tell the story of "the Titan art of rock-sculpture" as practised by Buddhist or Brahman in the seventh century.

"Here more than half the central hall" (of the sixth cave) and one of the balconied wings has fallen away, but the shrine at the back with its richly sculptured ante-chamber is almost as remarkably preserved as wrought. My first illustration figures the sentinel Bodhisattva on the

south side of the shrine door. The two celestial sentinels which always in painted effigy flank the doors of the Buddha's shrines at Ajanta, do so as regularly at Ellora, but boldly sculptured now and almost in the round. On the Buddha's right the figure is always Avalokita, deputed Providence of the present age of the world. He is one of the five dhyanis or spiritual Bodhisats who are a sort of Archangel; but Maitreya, the subject of our illustration, is of human origin, and is destined to be born two thousand years from now as the next mortal Buddha; in his Brahminical crown of matted locks (for he will be born a Brahmin) he wears the sign of the stupa or memorial barrow "against his burial." Meanwhile he bides his time in the Heaven of Contentment, where every devout Buddhist who aspires not yet to the final bliss of Absorption prays to be reborn to wait on him . . .

I wish I could reproduce here even a few of the remarkable illustrations of these ancient temples. Particularly impressive is the Lankeswara temple bearing on its thick ornate closely set pillars the whole weight of a superincumbent mountain. I would like to show you too the relief carving of the Dance of Shiva, which sets the rhythm of the worlds in motion.

• • •

Again—

"Tribespeople of Kenya's Northern Frontier District" by Wingfield with paintings by Joy Adamson.

"The country is a hard one, perhaps one of the hardest in the world. Life is an endless search for enough water and grazing. In a bad year many vital waterholes will fail, and trouble will start between tribe and tribe, even between clan and clan. Towards the end of a dry season—especially if it has been a particularly severe one—a sense of impending calamity hangs over the air. Strained faces are turned towards the east looking for the first hopeful signs of a change in the weather. Sheikhs and witch-doctors are consulted, the turn of the moon is anxiously awaited. Tempers are frayed, and quarrels break out on the least provocation. The listless cattle march from one dried blade of grass to the next, and if the drought is unduly prolonged, every day takes its toll in human life as well as that of the stock. When at last the rains break the tension almost magically eases, the animals fatten and regain the truly amazing condition which never fails to impress the new comer when he finds cattle grazing on what looks like a seas of lava boulders . . ."

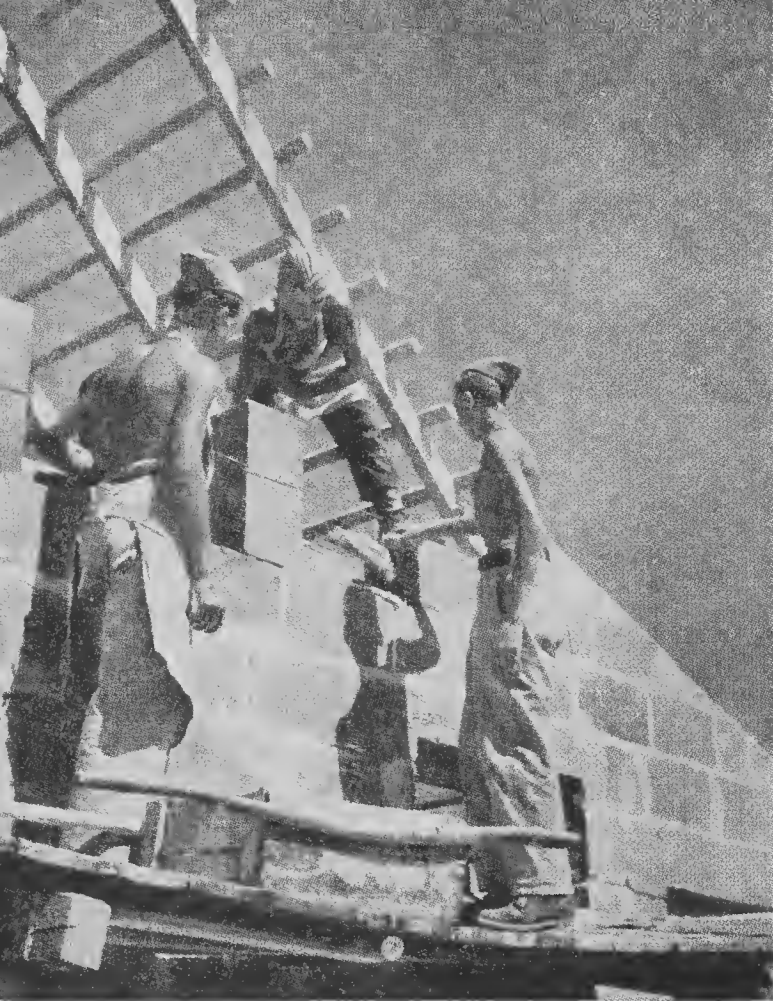
Good going, Miss Wingfield—we could almost hear those rains break.

The paintings that accompany the article are equally as good as the vivid description. They show men and women, Boran, Turkana, Rendille, Gabbra, Malakoti, Somali, Samburu and El Molo—all those virile and often fanatical peoples that sprang from the mating of Arab and Somali.

• • •

The three foregoing glimpses were taken from the January, 1948, issue of the "Geographical." I would like to tell you more of the "Gauehos of Argentina" by Earl Leaf, of the "Dhow-Builders of Kuwait" by Commander Alan Villiers—the very titles are appealing—or the more prosaically titled "Geography and the Botanist" by F. Kingdon-Ward. With regard to the last the editors wrote:

"During the past two years we have published several articles designed to show that geography is concerned with far more than the mapping of topographical features; and that practically unlimited fresh fields of exploration are open to geographers in the study of relations between men, animals, plants and their varied environments. Mr. Kingdon-Ward, the distinguished botanical explorer, shows yet again, in the following article, how fruitful is the geographical or 'ecological' approach to a subject which can remain comparatively sterile in the hands of narrow specialists."



Reconstructing a Polish Village

Starting with the premise that "geographers are concerned to establish the basis for a satisfactory relationship between man and the earth on which he lives" the author shows some of the "floral regions" of South-East Asia in a very interesting discussion of the complexity of environment. The whole article will help to infuse new interest in other phases of our school programs not regarded as primarily geographical.

The January issue absorbed me so much that I have probably devoted to it more than its proper share of the space I am allotted for this article. Let us pick up the number for December, 1947.

Immediately the eye is caught by a series of remarkably fine illustrations—eight pages of them—of French tapestry. They are beautifully colored and amazingly faithful. The article they adorn is entitled:

"Animals in Art—IV French Tapestry" by G. Wingfield Digby.

I was particularly struck by a really lovely *"Spaniel and Parrot"* from the Louvre, Paris and a rich *"The White Hounds and Chasse Royale"* from the castle of Compiègne. A richly comparisoned horse bears Clovis in ornate pattern against a crowded background of soldiery as he leads the attack on the fortified city of Soissons and a gorgeous *"Captain on Horseback"* from the Mobilier National of Paris shows just what a horse trained in the 17th century *"haute école"* manner can do when he is properly handled.

The author points out the weaving of tapestry imposes certain limitations in the rendering of art forms:

"Color was the weaver's business, for his palette was not that of the painter. He worked with dyes, and the chief concern with dyes is that they remain fast and impervious to fading as well as being good colors. The particular harmonies and contrasts of color and tone possible in tapestry

were therefore something rather special and these were left to the experienced weaver. Working with relatively few colors, usually fifteen to twenty, effects had to be got by contrasts, or arbitrary colors might be necessary for the harmony of the whole decorative effect. This often gives that curious naive but lively charm to scenes and details in tapestry."

The prevalence of animals in these mediaeval tapestries is noted:

"The horse, the dog and the falcon were inseparable from man during the heyday of tapestry weaving. Dogs of the various hunting varieties, not to speak of pets, lived, slept and ate with their masters, were present at banquets, drowning the conversation and minstrelsy with their uproar, and were habitually taken to church. But no less esteemed was the falcon, whose long and difficult training made him a very valuable possession, a gift fit for kings. Severe laws entailing two years' imprisonment and fines were enacted against those who harbored stray falcons without restoring them to their owners, and cases of excommunication for the theft of a falcon could be cited."

Of the peacock which figures frequently in these charming woven hangings the author writes:

"The peacock is there for show. Its beauty was greatly esteemed in the Middle Ages, nor was its flesh despised and peacocks nearly always figured in the great banquets of the time, usually served up complete with feathers; for the meat was reputed hard and difficult to cook and the *Bestiaries* remark, repeating (as Mr. Druce has pointed out) an epigram of Martial: *'You wonder as often as it unfolds its jewelled wings; and you can hand this creature to a cruel cook, you hard-hearted man!'*"

• • •

We can do no more than glance through the other case-ments in this issue. *"The Slovak-Hungarian Frontier"* and *"A Village goes to Hungary"* are of current interest. *"The New Year Dance Festival of the Lamas"* takes us to lofty Tibet on the roof of the world. It is not so many years since that land had its own iron curtain! *"They Rejoiced in Things Stark Naughty"* tells of *"Some Elizabethans at Sea"* and the dire plot of Edward Fenton to declare himself king of St. Helena and live by preying upon the Portuguese. *"Kittiwake Squatters Break Precedent"* tells how the gulls, deserting the precipitous seacliffs, found a new home on the window ledges of an abandoned warehouse at Dunbar on the Firth of Forth. I must quote one paragraph from *"Portrait of a River"* by Edward Crankshaw.

"If you are going to Russia and are limited to the fulfilment of one request, ask for a Volga steamer-trip. For that will show you all Russia. You will miss the grandeurs and the splendours of Leningrad, the great theatres of Moscow, the mediaeval wonders of Kiev, the dramatic beauty of the Caucasus. But you will see Russia. For the Volga is Russia. It means to the Russians rather what Plymouth Hoe and West country ports mean to the English. And for much the

Red Footed Booby on Nest



same reasons. For if we owe our very being to the Devon seafarers, Russia owes hers to the men who, in the 16th century, first colonized the Volga as a barrier against the threatening nomadic hordes. It means, of course, other things as well. With its breadth and spaciousness and vast leisurely sweep it has become a symbol of the celebrated "broad Russian nature" normally placid, easy-going, unhurried and uncramped."

. . .

"March 1948" lies before me—but I am afraid my space has run out. It's a pity particularly so as I had selected the illustrations from that issue to accompany this review. There was an excellent description of the Ogham stones and round towers that have so long provided Irish archaeology with its most fascinating mysteries and passionate controversies. The illustration which is reproduced here shows the Round Tower of Ardmore with its Romanesque arcading depicting, among other things, Adam and Eve and the Tree of Knowledge.

I wanted to tell too of a charming bride in full Czechoslovakian traditional wedding costume, of Chateau Caillard in Normandy which Richard Lionheart swore he would hold even if its walls were of butter—but which brother John lost to French Phillip. "Turkey since Atatürk" is of very timely interest as is "Lucimia Restituta" which tells the story of the rebuilding of a Polish village. The illustration shows work in progress at Lucimia. "Square-Rig Voyage" takes us to sea again where appropriately enough we find "Boobies, Frigate Birds and Tropic-Birds" from which the last illustration is taken. It shows two Red-footed Boobies who we are told are "fond, but not very intelligent parents."

I've just seen Miss Lewis, our librarian. She tells me that she has put the "Geographical Magazine" on the public school requisition list. She is quite willing to accept and forward orders for the magazine for high school use, but asks that such orders should be sent in with the public school requisitions. The price is \$4.00 a year. The cost of such subscriptions must not be applied so that it reduces the expenditure for the public school library. The cost of high school subscriptions will be added to the public school library costs in determining grant deduction. Magazine subscriptions cannot be included for purposes of the High School Library and Laboratory grant.

As geography is now back on our high school programs with courses planned for each of three years you may find this periodical of considerable value to your students—and to yourself!

(Note: The Grade X program in Social Studies for all courses will be:

"Regional Geography of the World."

The authorized text is

"World Geography," Bradley (Ginn and Co.). Copies may be ordered now from the Manitoba Text Book Bureau.)

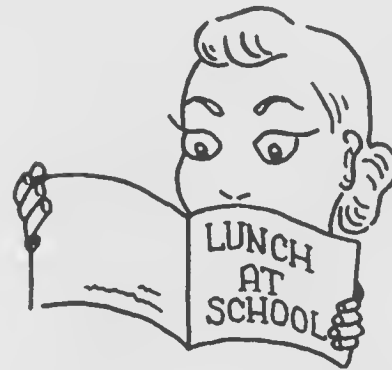
SCHOOLS HAVING
One Hundred Per Cent Attendance
DURING MARCH, 1948

Edenthal S.D. No. 756.
Bluevale S.D. No. 1141.
Huston S.D. No. 770.
Syrenne S.D. No. 2153.

"Lunch at School" Series

Bureau of Health and Welfare Education
320 Sherbrook Street Winnipeg

Evaluating the School Lunch Program



When you started your school lunch program you probably set for yourself certain desired objectives with regard to pupil participation, behavior, nutrition and health. As the year advances you have possibly seen the many learnings which can be applied to this educational and healthful activity. In the hope of assisting you in measuring

the effectiveness of your program, the following questions are presented for your consideration:

The School Lunch As A Part Of The Curriculum:

1. Do you regard the lunch at school as a definite part of the health program?
2. Do you use it as a source of worthwhile material for art, arithmetic, social studies, etc.?
3. Have the activities related to the preparation, serving, and clearing away been successfully fitted into the school day?

Physical Aspects:

1. Has a suitable place been provided for the lunch boxes?
2. Are the lunches better packed and in better containers?
3. Has some type of desk or table cover been provided for the eating period?
4. Regarding the dish-washing procedure—is hot soapy water used, and are the dish towels kept clean?

Food For Lunch:

1. Is there evidence of improvement in the lunches brought from home?
2. Have you made it a practice to carry a "good" lunch yourself?
3. Do the pupils save desserts till the end of the meal?
4. Have the pupils learned to gauge their appetites so that no food is wasted?
5. Has an attempt been made to correct any known food dislikes?

Lunch Period At School:

1. Do the pupils enjoy a leisurely lunch period of twenty minutes?
2. Is the atmosphere a happy one?
3. Are there evidences that pupils are increasingly aware of the value of pleasant manners and conversation at lunch?
4. Do the pupils wash their hands without being reminded?
5. Have the children become more skilful in the various duties connected with the lunch hour?

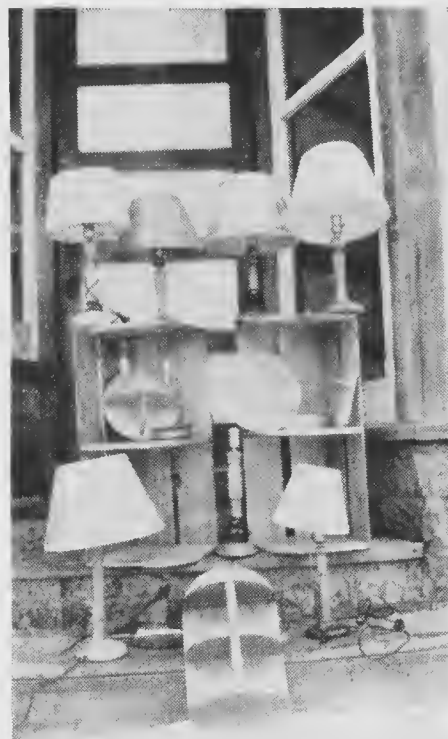
(Continued on page 20)

. . . What Other Schools Are Doing

C. K. ROGERS, M.A.

Shopwork At Elgin

Elgin High School initiated a shop program this year. Mr. Hilton Harper, principal, describes it in the following article.



Our congratulations to Elgin on this very successful venture!

Thinking that you might be particularly interested in our new shop at Elgin. I am enclosing a snap taken early in the month showing a number of articles completed by the boys in Grades VII-X. You will notice by the snap that we have seven electric lamps, two wall shelves, two corner shelves made from orange boxes, two small ash trays, one plate and one tooth brush holder. At present there are six to eight lamps in the making as well as other

articles such as fern stands, radio stand, picture frames, salt and pepper shakers, ash tray on a stand, gavel handles, bird house, jewel box, etc.

The boys are also working with tin cans and have made numerous ash trays, bon bon dishes, and small boxes. These are put together with an electric soldering iron.

We have approximately \$150.00 worth of equipment. This includes chiefly: One lathe, one motor, one jigsaw, set of chisels, brace and bits, planes, hammers and an electric soldering iron.

We are having some difficulty in getting well seasoned wood. So far we have been using spruce and fir with some oak.

The project on the whole is receiving very favorable comment in the community. I put on a display of the projects in the hardware window just to give the people an idea as to what could be accomplished in a small high school.

I might say that the girls in these grades are taking sewing classes through the Extension Service and are being taught by four ladies of the town. According to Miss Anderson of the Extension Service, who was here a few weeks ago, they are doing very nice work.

I am hoping to extend our equipment here for next year.

Work And Play At New Home

New Home is a rural school of thirty pupils Grades I-VIII. It is located four miles south of Mooschoorn. Mrs. M. Warkentin is the teacher. The following account of their club work and banquet shows great enterprise and a fine spirit of co-operation in the school and in the community.

In early fall a parent meeting was arranged by the teacher and pupils of the New Home school. Advantages and disadvantages of school life were discussed. Plans were made for a boys' carpentry and girls' sewing club. Mr. Warkentin offered his services as leader of the boys' club, which was to meet in the schoolhouse every Friday night. At the same time, the girls under the direction of their teacher, Mrs. Warkentin, would use their nimble fingers to sew and stitch. The proceeds of their work was to go to the Red Cross.

The seed was planted. Sprouts began to shoot up. The Boys' Busy Beaver Club and The Girls' Torchlight Club ran for competition. As work and pleasure is always combined at our school, plans were made for a joint Easter banquet. The committee sent a secret invitation to Inspector Patterson. Beavers and Torchlights worked as never before. One side of the schoolroom was transformed into a banquet hall. The tables were beautifully decorated with Easter lilies, nests of colored eggs, rabbits, and chickens. Green and white streamers enclosed the banquet room. The flannelboard depicted the Easter story—"The Risen Christ."

Eight o'clock sharp, the candles along the tables were lit and everyone was escorted to his or her place by four pretty dressed maidens. During this most enjoyable meal, voluntary numbers in music, poetry, etc., enlivened the party. Our guest speaker, Inspector Patterson had based his theme on "What We Can and Cannot Do at School." We all enjoyed his short talk; especially his most opportune examples of everyday life.

The chord of "God Save The King," told everyone that this enjoyable evening had come to its close. Reluctantly we all left the banquet hall.

South Junction School Gets "Beauty Conscious"

It is encouraging to find a school tackling the problem of unattractive school grounds. There are many school buildings in Manitoba that need a beautiful setting and could have it if such leadership as is indicated in the following article on South Junction were applied. This account, written by Sister Marie Lucia Arpin, comes at a time when beautification of school grounds should be very much in mind.

The community of South Junction is situated close to the boundary lines of Manitoba and Minnesota, about 100 miles from Winnipeg. The school is built on a sandy ridge where pine trees used to be abundant in the vicinity. Unfortunately the settlers made it their business to cut down almost every tree on the area which is now the school ground. In the fall of 1944 the teachers in co-operation with the pupils planned to remedy the situation. The first thing they did was to have the whole front yard plowed.

Early in the spring of 1945 a committee was formed to beautify the school ground. The sandy soil full of roots of wild shrubs presented an arduous task. But the pupils filled with promising hope and eager to make the school attractive, were ready to undertake the work. Every pupil took part in leveling the surface of the school ground. The parents willingly supplied the necessary tools. Shrubs and trees were ordered from Brandon. The boys took care of the 100 caraganas which they planted in two rows leading from the gate to the steps of the school, and the 20 maple trees which they planted

(Continued on page 18)

Fact and Fancy

These Were Well Said!

The fields with their pockets full of water announcing spring.

° ° °
—META ANN LEDDER.

A mother's day is from son up to son down.

° ° °
—MARGARET SCHOOLEY.

A speech is like a wheel: the longer the spoke the greater the tire.

° ° °
ANON.

A blind man questioning the ground with his cane.

° ° °
—BUSTER ROTHMAN.

We may not be what we think we are, but what we think, we are.

° ° °
—MRS. R. R. LOWE.

The moon exerts a great influence over both the tied and the untied.

° ° °
—MRS. MARIE BREWER.

A man should be master in his own home or know the reason why. Married men usually know the reason why.

° ° °
—THE VINCENTIAN.

A clever person is one who puts his problems away for a brainy day.

° ° °
—HIGH GEAR.

Some say the best years of a man's life are just before he stumbles and Mrs.

° ° °
ANON.

There are two kinds of men who never amount to very much. Those who cannot do what they are told, and those who can do nothing else.

Today

Days that are past are gone forever, and those that are to come may not come to you; therefore, employ the present without regretting the loss of what is past, or depending too much upon what is not yet here. This instant is yours; the next belongs still to futurity. And you do not know what it may bring forth. Do not defer till the evening what the morning may accomplish; for idleness is the parent of want. Do not be slothful lest you become a burden to yourself. Do not loiter about, lest the hours hang heavy on your hands through not knowing what to do. Do not let your days pass away like the shadow of a cloud which leaves behind it no trace for remembrance. Do not let your body become diseased for want of exercise, lest you should wish for action that you have no power to move. When you see with your eyes, and when you hear with your ears, do not sit still with no resolution shaking your head and wishing, lest ruin come upon you like a whirlwind.

—DANDEMIS.

When We Two Walked In Arcady

When we two walked in Arcady
How sweet the summers were.
How soft the grass beneath our tread,
How green the branches overhead.
In thickets where the sun burned red,
Light wings were all astir, my dear,
When we two walked in Arcady
Through paths young hearts prefer.

Since we two walked in Arcady
(How long ago it seems)
High hopes have died disconsolate;
The calm-eyed angel men call Fate
Stands with drawn sword before the gate
That shuts in all our dreams, my dear,
Since we two walked in Arcady
Beside the crystal streams.

Beyond the woods of Arcady
The little brooks are dry.
The brown grass rustles in the heat,
The road is rough beneath our feet,
Above our heads no branches meet,
And yet although we sigh, my dear,
Beyond the woods of Arcady
We see more of the sky.

—CAROLINE DUER.

Interesting Facts

A 400% increase in consumption of citrus fruit and a 30% decrease in potatoes and grain products reflect striking changes in America's diet during the last 37 years.

Corrosion causes greater loss of money than fire and flood together; as much as 40% of all iron and steel fabricated is used for replacements for parts which have become corroded.

Most headaches are due to migraine or to muscular tension associated with anxiety and emotional tension.

A housefly, beginning its reproductive activities in early spring, might have over 5,000,000,000 descendants by fall if all lived and reproduced.

How Did She Know?

He had not said that he would come,
He wrote no single line,
And yet she knew
Without a word, or look, or sign.
The gentle breezes told her heart
Although they seemed so dumb;
So she put on her sweetest dress . . .
And then . . . he didn't come!

—LILLY CROWN.

Fear

When you are afraid of anything remember this: it may not happen; and if it does, your being afraid makes it twice as painful.

CURRICULUM REVISION

(Senior High School)

The 1948 Program for Grade X (Allocation of Time)

In September this year the following program for Grade X will come into operation. There will be five separate courses: a general course and four special (vocational) courses. The special courses will be undertaken only in schools with adequate facilities. These include staff, accommodation and equipment.

A modification of the General Course with special provision for students not covering the full program will be outlined as the High School Leaving Course.

The time allocation for the subjects in the various courses will be as follows:

(Note: 1% = 15 minutes per week).

AGRICULTURAL COURSE		General:
General	%	Art I
Option	10	Music I
English	12	British History
Health and P.T.	6	(Level I of each option will be completed in the First Year)
Social Studies	10	Unassigned Time
General Maths.	10	12%
Technical		(a) A third option from the above list.
General Science	15	(b) A non-credit option.
Farm Shop	12	(c) Special Activities.
Agriculture	15	or
Farm Management and Accounting	5	(d) Supervised Study.
Unassigned	5	
COMMERCIAL COURSE		HOME ECONOMICS COURSE
General	%	General
Option	10	Option
English	12	English
Health and P.T.	8	Social Studies
Social Studies	10	General Maths.
General Science	10	Health and P.T.
Technical		8
General Maths.	10	Technical
Guidance and Occupations	3	General Science
Type-writing	12	Home Economics
Spelling	5	40
Business Practice	10	Allocation of subjects in Home Economics
Supervised Study	10	Home Economics IA
GENERAL COURSE		Foods
General	%	Home Management
English I	18	Child Care and Development
Social Studies	12	3
Mathematics I	12	Home Economics IB
Science I	12	Clothing and Textiles
Health I	6	Related Arts and Crafts
Guidance	4	5
Required Options:		Personal and Social
Any two of the following: 24%		Development
Language:		Special Projects
French I		4
Latin I		3
German I		
Technical:		INDUSTRIAL COURSE
Home Economics I		General
General Shop I		Option
Type-writing or Business Practice		English
		Social Studies
		General Maths.
		Health and P.T.
		8
		Technical
		Shop Science
		Draughting
		General Shop
		30
		Guidance
		3

Grade X Science Science I

The course in Science I will be General Science. The authorized text is:

"Everyday Problems in Science"—Beauchamp, Mayfield and West.

This text, together with a teachers' guidebook, a work book (with a teachers' edition with answers) and a book of objective unit tests, may be obtained from the Manitoba Text Book Bureau.

The Grade X course will comprise the following units:

- Unit 1: How do Scientists Make Discoveries?
- Unit 2: What Are Things Made Of?
- Unit 3: How Can Materials Be Changed?
- Unit 4: How Do We Use and Control Fire?
- Unit 5: How Are All Living Things Alike?
- Unit 6: How Does Your Body Use Food?
- Unit 7: How Can You Keep Yourself in Good Physical Condition?
- Unit 8: How Can You Help Your Body Fight Disease?
- Unit 9: How Do We Control Heat?
- Unit 10: What Makes the Weather Change?
- Unit 11: How Do We Provide Our Homes with a Good Water Supply?
- Unit 12: How Do Simple Machines Help Us Do Work?
- Unit 13: What Is the Relation of the Earth to Other Heavenly Bodies?
- Unit 14: How Does the Earth's Surface Change?

Laboratory Work

An outline of the required work in experimental science has been prepared for the course. This outline will be printed in the June issue of the Journal.

OTHER SCHOOLS

(Continued from page 16)

along the fence. To the girls was assigned the duty of arranging beautiful flower plots. Two leaders organized each a team of 10, and divided the work among the girls. Some families supplied the seeds or perennial plants.

The summer that followed was very dry. Water had to be carried daily from the nearest neighbor. In spite of the tireless efforts of the boys, only 72 trees survived. The girls found the weeding quite monotonous for unwelcome plants grew faster than the flowers. Though the undertaking was not a success the pupils were happy at what had been achieved. They even tried to do better the following year.

Of the two rows of caraganas only a few were saved. These were used to fill the vacant spots along the fence, while lilacs were planted in their place. The latter seem to thrive better in sandy soil than any other shrub. Besides this, the flower garden was reduced to two narrow plots along the school and attempts were made at once to have a lawn. On Arbor Day a team of horses was at the disposal of the boys. They cut out squares of wild grass which they hauled to the school yard. The result was a rough lawn at first. It is growing well, however, and will smoothen up with time. Next summer we expect to cut it with the lawn mower.

Though a great amount of co-operation and hard labor has been put up during the last three years, there is room for many more improvements yet. The senior boys built three window boxes to decorate the western side of the school. Last fall a stone garden was started. The pupils are looking forward for favorable weather to complete it.

Thus we are firmly set to continue the work begun and within a few years we expect to have a very attractive school ground which will be the pride and joy of our community.

THE MANITOBA SCHOOL JOURNAL

THE NEW PENSIONS ACT

THE new Act to provide for the payment of retirement allowances to teachers, known officially as "The Teachers' Retirement Allowances Act," will come into force on July 1st this year. As this Act embodies certain new principles which will affect in the near future a number of teachers who are nearing retirement age, it has been thought advisable to give a brief outline of the measure in this issue of the Journal.

Under the former Act contributions were required from all teachers to a fund established to provide for the payment of pensions to teachers retired on account of service or through disability. These contributions started in 1926 at a modest one per cent. Even this was optional. There was no provision for aid from the government. In 1930 the rate of contribution was raised to two per cent, all teachers were required to participate, and the government undertook to match, dollar for dollar, the pensions paid by the fund. In 1939, following a report that the fund was not on a solvent basis, the contributions were raised to four per cent and the Board of Administrators revised its by-laws to meet the actuarial needs. The government whilst accepting the revision, agreed to maintain its grants at the previous level and by annual amendments to the Act paid to pensioners sums in excess of the amounts paid out from the fund itself.

Faced from the outset with the serious problem of establishing the teachers' fund on a basis that would give security for the payment of future pensions, the Board of Administrators did what they could to establish actuarial solvency. This Board, consisting of two representatives of the teachers with two other members, has had the full confidence of the teachers, a confidence that was re-affirmed before the Select Special Committee of the Legislature set up to investigate all phases of teacher retirement. The Board realized that for a considerable number of years the pensions paid would be limited by the needs of the fund. From the start, the goal of actuarial solvency was kept in mind and all scales, both for pensions and for refunds on withdrawal, were fixed in accordance with this objective.

The new Act implements the report of the Select Special Committee concurred in by the Legislature at the beginning of the 1948 session. In place of the old fund which was maintained by the contributions of the teachers alone, a new fund has been established with contributions from public funds as well as from the members participating in the system. The new fund is of the type known as "Joint-Contributory" with the contributions of the teachers segregated to provide annuities based on these contributions. Instead of being used to match pensions as was the practice under the former Act, payments from public funds will go directly to the pension fund and will be used to defray a part of the total retirement allowance.

Under the new Act retirement allowances will be paid on account of service or disability. The retirement allowance will consist of two separate amounts known as the "annuity" and the "pension."

When the new Act comes into force all moneys in the name of individual teachers in the Teachers' Retirement Fund will be credited with interest at four per cent compounded yearly. The resulting amount will be placed to the credit of the teacher in the annuities account of the new fund. All subsequent contributions with interest at a rate determined from time to time by the Board will be credited in this way. When the teacher retires, the total of his con-

tributions will furnish the annuity portion of his retirement allowance.

The pension part of the allowance to be paid will consist of a service or total disability pension at a flat rate. This rate will be for men, seventeen dollars and twenty-eight cents per year for each year of service, and for women, fifteen dollars per year for each year of service. For partial disability these rates will be adjusted according to the nature of the disability and the age of the retiree.

To provide these retirement allowances the new Act requires annual contributions of five per cent of salary from all teachers. These contributions will be placed to the credit of the teacher in the annuity account. The public funds contributions will be shared by the school boards and the government. Each board will pay one dollar and fifty cents per teaching month for each teacher in its employ with the government contributing a like amount. All public contributions will be credited to the pensions account of the fund from which all pensions will be paid.

The pensions now being paid to teachers who have retired under the former Act will be adjusted to the new schedule. The total retirement allowance for such teachers will consist of a pension related to their years of service together with an annuity based on their contributions to the former fund at the time of their retirement. If such adjustment would result in a decrease the present pension will be maintained.

Under the former Act refund of contributions on withdrawal was made only after five years of service and then on a percentage basis until twenty years was reached. Under the new Act, refund of all contributions, without interest, will be made on withdrawal after at least three full years of service. To teachers who ceased to teach before the effective date (July 1, 1948) refunds will be made under the by-laws of the former Act. If however such teachers as have ceased to teach within the past five years return to teaching and contribute to the new fund for at least one full year, the scale of refunds will be that established in the new Act. All forfeitures on withdrawal will be credited to the pensions account of the fund.

To be eligible for a retirement allowance the teacher must have reached the age of sixty and have taught for at least thirty years. A sliding scale from sixty to sixty-four reduces the length of service required to twenty-six at age 64. At age 65 or over, the teacher may be eligible for a retirement allowance without regard to length of service provided that he has taught for at least five years during the ten-year period. The granting of eligibility for a pension to those who have taught at least five years out of the last ten will enable a teacher with thirty years of teaching to stop teaching at age 55 and still qualify for a retirement allowance when he reaches the age of 60.

To be eligible for a disability allowance (either partial or total) the teacher must have taught for at least fifteen years. The scale for total disability allowances is the same as that for service but provision is made that the total allowance shall not be less than \$360 per year. Partial disability allowances may be paid when the teacher is incapacitated for teaching but is capable of other work.

There is provision in the Act for alternative forms of retirement allowance on the joint annuity and last survivor plan or on any other plan approved by the Board.

(Continued on page 24)

Why Teach Cancer in Schools?

(From a talk given to The Faculty of Education, University of Manitoba, March 19, 1948, by Dr. R. F. Friesen of The Manitoba Cancer Relief and Research Institute.)

FOR a number of years cancer has been the second greatest reported cause of death in Canada, being exceeded only by heart disease. One out of every six deaths in people over forty years of age is reported as due to some form of cancer. Because it is predominantly a disease of the middle and later age groups, the problem can be expected to continue to increase in magnitude as progress in other branches of medicine tends to raise the average age of our population. The brighter side of the picture lies in an ever-increasing percentage of cures. In 1930, out of every one hundred people who had cancer, eight were being cured. At present this figure has risen to about thirty out of one hundred.

Much of the improvement in the past and most of that anticipated in the near future is due to an increasing proportion of cases being diagnosed in the early stages. The reason for the better results in early cases is obvious when one considers that, in general, cancer begins as a growth-disorder in a small group of cells whose removal by surgery or destruction by radiation is a relatively simple matter depending mainly on their accessibility. On the other hand, if left to themselves they continue to grow, not only forming a local mass of ever-increasing size, but also infiltrating surrounding organs and spreading to distant parts of the body through the blood and lymph streams. Thus, successful treatment becomes more and more difficult and finally impossible.

It is because of the need for early diagnosis that a campaign of public cancer education is essential. The patient must first be persuaded to see his doctor before the diagnosis can be made. Perhaps if everybody had a complete physical check-up every year or twice a year, we could dispense with this campaign and make the doctors bear the full responsibility. However, as long as people go to their doctor only when they think they are sick, information must be made available to help them carry their share of the responsibility.

The prospective cancer patient, which means everybody, must not only be made cancer conscious in a vague general way, but must be instructed along certain specific lines for his own protection. He must be taught that cancer is not nearly as hopeless as he thinks. He must be made to understand the reasons for and importance of early diagnosis. He must be warned about the danger of wasting time in resorting to quacks and untried methods of treatment. Most important of all, until he accepts the need for a routine periodic examination, he must be taught to recognize some of the signs by which cancer first manifests itself and which to him should indicate the need for immediate medical consultation. With the wholehearted participation of the general public in such a program, we can confidently expect to improve our cure rate from the present 30% to an estimated 50-60%.

A very apt question at this point is, "Why work through the medium of the schools, particularly in view of the fact that the students have not yet reached what is commonly called the cancer age?" I would like to answer this with another question—"What other institution have we available which was set up for the specific purpose of education and which affords the same province-wide coverage as our schools?" I consider it an advantage that the students have not yet reached the age where cancer is an ever-present menace to individual survival. Because of this it is much easier for them to take an impersonal objective attitude to-

wards the facts being offered to them. Once firmly established, this rational attitude will remain with them even after they do reach the more dangerous age. For the immediate present, we are, of course, most concerned with their parents, but we know of no better personal approach to the older generation than through their children.

The teaching methods to be used are best left to the individual teacher. Cancer has been made a separate subject of the curriculum in some places, notably in the high schools of New York. This is not essential because it lends itself so well to incidental inclusion, not only in biology and the sciences, but also in oral and written English, in Art, in the Social subjects, and its statistics offer a wealth of material in Mathematics. During 1947 the principal of a high school in one of the smaller towns in Manitoba has used it in the project method of teaching, and for a considerable period of time practically all school activities were built around various aspects of the central theme, "Cancer."

The Manitoba Cancer Relief and Research Institute welcomes requests for help from teachers anywhere in the province. In the past this help has taken the form of literature, books, charts, sound films, speakers, and assistance in organizing field trips through the Institute and even various hospital departments. Any new requests in the future will receive careful consideration. We are so convinced of the importance of teaching cancer in schools that we will exert ourselves to the utmost to encourage it.

LUNCH AT SCHOOL

(Continued from page 15)

Attitudes:

1. Do the children show an increasing sense of responsibility for neatness and order during the lunch hour?
2. Have the pupils shown an interest in the signs of good health such as growth, increase in weight, etc.?
3. Are the responsibilities shared by all the pupils according to their ability?
4. Do the pupils show a greater interest in the foods for health?
5. Has the community become more food-conscious through the school lunch program?

Value:

1. Has there been a reduction in absenteeism since the lunch program started?
2. Has there been evidence to support the idea that an adequate lunch contributes towards the mental ability and emotional stability of the children during the afternoon sessions?

In the light of these questions, you might wish to rate your success. Perhaps you are satisfied—if not, another school year is coming. A school lunch project should never stop with the provision of all or part of the noon meal at school. More than food is necessary. Nutrition education must go hand in hand with school feeding so that the child will eat at home the foods learned about at school. Indeed the most successful, the most permanent and far-reaching school meal program is that which includes the parents and the community.

Provincial Senior High School

TRACK AND FIELD MEET

BRANDON, SATURDAY - JUNE 5th, 1948

SCHOOLS will be pleased to hear that the Manitoba Provincial Senior High School Track and Field Meet will be held at Brandon on Saturday, June 5, 1948.

The Meet will be organized by the High School Track and Field Committee of the Manitoba Physical Education Association in co-operation with the Department of Education.

The Brandon Kinsmen's Club have again made their modern and up-to-date Sports Park available to the Brandon committee for this Annual High School Provincial Meet.

Excellent facilities and equipment will be provided by the Brandon Committee and plans are already afoot to provide facilities for the anticipated increased number of competitors and spectators.

It should be noted that students participating in the Track and Field Meet will be classified as follows and all events will be arranged accordingly:

Boys—Primary, Junior, Intermediate and Senior;

Girls—Class A, Class B, Class C, and Class D.

Teachers are asked to adhere carefully to the following instructions in order to classify their students under the above groups.

(1) Student's age in months as at November 1, 1947.

(2) Student's weight in pounds as at May 15, 1948.

(3) Student's height in inches as at May 15, 1948.

The class or group is then determined by the following calculation: (Age in months divided by 3) plus (Weight in pounds divided by 2) plus (Height in inches x 1).

RURAL SCHOOLS

Boys

Primary	Junior	Intermediate	Senior
194 and under.	195-202 incl.	203-211 incl.	212 and over.

Girls

Class A	Class B	Class C	Class D
181 and under.	182-187 incl.	188-194 incl.	195 and over.

Suggestions And Directions For Carrying Out The Above Measurements And Calculations:

- (1) All measurements and calculations should be completed during the month of May, 1948. Winnipeg measurements were made in November but an allowance has been made in the classifications to cover this difference in the date of calculations.
- (2) Note that the student's age must be as at November, 1947. A chart for computing ages in months is given below. The use of the chart will save a great deal of time in calculating each student's age in months.
- (3) Weight and height measurements must be taken before May 15. Boys should be weighed and measured wearing under-clothing only. In the case of girls, such measurements should be made with the girl wearing tunic or gymnasium costume and running shoes.
- (4) Measurements should be taken to the nearest inch or pound. In the case of an exact $\frac{1}{2}$ in any of the calculations, use the nearest lowest number. In using the final figure obtained from combining age, height, and weight, use the nearest whole number.
- (5) The use of a form drawn up as follows will save a great deal of time:

VOLUME IX, NUMBER 9, MAY, 1948

	1	2	3	4	5		
Name	Age	Wt.	Ht.	Age Div'd. by 3	Wt. Div'd. by 2	Totals of Cols. 3, 4, 5	Class
Boys							
Smith, Geo.	188	127	66	63	63	192	Primary
Clements, S. ..	190	132	66	63	66	195	Junior
Halparin, H. ..	191	151	66	64	75	205	Intermediate
Girls							
McDonald, A.	183	105	66	61	52	179	Class A
Officer, P.	191	111	65	64	55	184	Class B
Hay, Barbara	192	138	65	64	69	198	Class D

Further details regarding the meet will be sent to all schools during the month of May.

The executive of the Manitoba Physical Education Association hopes that all Principals of Senior High Schools in Manitoba will make every effort to have their school fully represented at the meet.

SPECIAL—PLEASE NOTE

In addition to usual events, competitions have been arranged this year as follows:

BOYS: Pole Vault for Intermediate and Seniors.

Discus for Intermediate and Seniors.

Chart For Computing Ages In Months During November, 1947

Year of Birth	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
1927	250	249	248	247	246	245	244	243	242	241	240	239
1928	238	237	236	235	234	233	232	231	230	229	228	227
1929	226	225	224	223	222	221	220	219	218	217	216	215
1930	214	213	212	211	210	209	208	207	206	205	204	203
1931	202	201	200	199	198	197	196	195	194	193	192	191
1932	190	189	188	187	186	185	184	183	182	181	180	179
1933	178	177	176	175	174	173	172	171	170	169	168	167
1934	166	165	164	163	162	161	160	159	158	157	156	155
1935	154	153	152	151	150	149	148	147	146	145	144	143
1936	142	141	140	139	138	137	136	135	134	133	132	131

Example:

A boy born in June, 1927, would be 245 months old in November, 1947.

A boy born in April, 1930, would be 211 months old in November, 1947.

A boy born in August, 1932, would be 183 months old in November, 1947.

You say the little efforts that I make
will do no good:
they never will prevail
to tip the hovering scale
where justice hangs in balance.

I don't think
I ever thought they would.

But I am prejudiced beyond debate
in favor of my right to choose which side
shall feel the stubborn ounces of my weight.

EXPERIENCE UNITS IN ARITHMETIC

LEO J. BRUECKNER

Dr. Brueckner, professor of education at the University of Minnesota, left for Berlin in November to become the director of elementary and secondary education in the American occupied zone. He will remain in Germany at least one year.

IN a well-rounded program of arithmetic instruction, both the mathematical and social phases of arithmetic are dealt with systematically and in an integrated way.

While it is necessary that the pupils master the computational skills that have social value, it is equally essential that they see how what they are learning functions in daily life and have experience in applying it in a variety of situations. The work in arithmetic must be made not only mathematically meaningful but socially significant to the pupils.

In recent years, the emphasis on child development has indicated the necessity of considering important concomitant learnings in arithmetic that are often overlooked. These include such outcomes as interest in arithmetic, appreciation of its contributions to social progress, joy because of successful progress in its study, and wholesome attitudes toward learning it.

The activities of the arithmetic program should be so organized that adequate consideration is given to these vital developmental outcomes.

Instruction in arithmetic, if properly planned, can also make valuable contributions to the achievement of outcomes of broader societal significance, such as the ability of children to work co-operatively and democratically with others in the study and solution of social problems, qualities of leadership, and social sensitivity.

When the teacher gives children the opportunity to deal directly with the quantitative aspects of problem situations which arise from time to time in the school or community, the teacher can observe how effectively the pupils work together and apply what is being learned.

Provision for direct experiences of this kind gives the teacher some assurance that the work in arithmetic is making valuable contributions to the well-rounded growth of the children, not only in mastery of the technical phases of arithmetic but also along developmental and societal lines.

Experience units in arithmetic that have the greatest educational value grow out of the co-operative organization by teachers and pupils of a plan for dealing with some problem of social significance within the experience of children and of vital concern to them.

Within these units there is such a wide variety of possible activities that each of the pupils can, with teacher guidance, find ways in which he can make a valuable contribution to the group, according to his interests, abilities, and special talents.

The teacher will necessarily be guided to some extent in the choice of units of experience by the kinds of computational procedures likely to be used in the course of the unit. In general, the units selected should be those in which the need for number operations previously learned or about to be introduced is likely to arise.

The varied practice will help to establish skills previously taught and to reveal the need for the mastery of steps not yet learned. The development of the new steps and the repetitive

practice necessary to develop mastery and efficiency can be done in periods set aside for this purpose—when they cannot effectively be integrated into the activities of the experience unit itself.

An analysis of an experience unit dealing with the problem "How to reduce expenses in the home" will make more meaningful the points discussed above. This unit grew out of a discussion of the meaning of a "Thought for the Day" written on the blackboard: John Wesley's "Earn all you can; save all you can; give all you can."

At first the pupils, many of them from poor homes, saw little connection between saving and giving. Gradually the idea emerged that saving can also mean spending so as to get one's money's worth. The idea was also expressed that, with careful planning and thrifty buying, money can actually be saved, no matter how little is earned.

The class first dealt briefly with the question, "How will planning help us to spend wisely?" The pupils agreed to discuss with their parents the expenses of the home and the "spending plans." The boys and girls also discussed ways in which they earned money and how they spent it. Then, because of the many problems in the homes that were revealed by this study, it was decided to investigate methods of reducing the major expenses of the home.

The methods of reducing expenses considered in the several areas were as follows:

1. Reducing Expenses Of Food.

- (a) Budgeting funds allotted.
- (b) Purchasing at sales and within seasons.
- (c) Shopping to find lowest prices.
- (d) Making home gardens.
- (e) Raising chickens and rabbits.
- (f) Canning fruits and vegetables.
- (g) Using left-over foods.
- (h) Baking bread and cakes at home.
- (i) Planning weekly menus.

2. Reducing Expenses Of Clothing.

- (a) Making clothing at home.
- (b) Caring for clothing, pressing, cleaning, mending.
- (c) Using quality standards in making purchases.
- (d) Planning costumes for occasions.

3. Reducing Expenses Of Shelter.

- (a) Moving to a lower rent area.
- (b) Buying vs. renting a home.
- (c) Maintaining an attractive, tidy home.

4. Reducing Operating Expenses.

- (a) Being economical about use of lights, radio, water, and electrical instruments and utensils.
- (h) Using drift-wood for the fire place.
- (c) Not making unnecessary or long-distance telephone calls.
- (d) Making small repairs, painting, caring for lawn, yourself.

5. Reducing Miscellaneous Expenses.

- (a) Buying books, papers, and magazines of merit; club offers; using public library.
- (b) Providing home amusements, games, recreation.
- (c) Earning spending money.
- (d) Carrying group insurance of essential kinds, health, accident, Blue Cross.

6. General Measures To Reduce Expenses.

- (a) Joining co-operatives.
- (b) Joining 4H clubs and similar organizations producing things.
- (c) Using dependable advice when making purchases (for example, Consumers' Research or Consumers Union findings).
- (d) Using a family and personal budget.
- (e) Keeping accurate accounts of expenses and receipts.
- (f) Weighing advantage of cash vs. instalment buying.
- (g) Taking advantage of discounts for prompt payment of bills.
- (h) Safeguarding cash on hand.

7. Mathematics As Such Involved.

- (a) Computing with whole numbers, fractions, and decimals as needed.
- (b) Studying numerous applications of percentage, including discount, interest, profit.
- (c) Constructing graphs, tables, charts, diagrams.
- (d) Making applications of many forms of measurement.
- (e) Using mathematical recreations, games, puzzles.

Groups of children selected topics of special interest for study and report. The investigations needed to secure the desired information required the use of a wide variety of procedures, as outlined below:

1. Problem-Solving Activities.

- (a) Formulated problems for study.
- (b) Considered ways of securing information needed.
- (c) Groups gathered information, exhibits, and other materials related to problems selected by them for study.
- (d) Organized information and materials for report to the class.
- (e) Presented and evaluated reports, materials, exhibits.
- (f) Formulated conclusions and generalizations.
- (g) Participated in several debates, panel discussions, round tables, town meetings.

2. Construction And Concrete Experiences.

- (a) Collected clippings, advertisements, bills, statements, account forms.
- (b) Collected recipes of nutritious foods.
- (c) Made electric and gas-meter forms of cardboard.
- (d) Kept personal and family accounts.
- (e) Prepared exhibits of materials to make report concrete.
- (f) Examined and tested materials in home-economics class.
- (g) Earned money in a variety of ways.
- (h) Collected book covers for "what to read" poster.
- (i) Started gardens, raised chickens at home.

3. Excursions.

- (a) Visited various places of business, sales.
- (b) Visited poultry-raising establishments, canning factory, orchards.
- (c) Visited community foods kitchen to see large-scale food preparation.

- (d) Visited employment bureau to study placement procedures.
- (e) Visited Blue Cross office, insurance offices.

4. Appreciation And Creative Activities.

- (a) Read many vital informative books and stories.
- (b) Made a variety of booklets of materials, pictures, and clippings.
- (c) Viewed several films, sets of slides.
- (d) Listened to advertising on radio broadcasts and evaluated it.
- (e) Learned some interesting games for home recreation.
- (f) Considered question of what recreation the community should provide.
- (g) Evaluated costumes appropriate for various occasions, their cost and merit.
- (h) Made scale drawings of prospective homes, patterns of costumes, plans of gardens.
- (i) Prepared pictures, paintings, draperies to beautify the home.

5. Practice Activities.

- (a) Used computations many times in the course of the unit and kept progress test record.
- (b) Had many contacts with social applications of arithmetic and other branches of mathematics.
- (c) Had numerous contacts with business practices and came to understand them.
- (d) Constructed many different visual materials for presenting information, including pamphlets, bulletins, charts.
- (e) Made extensive use of reading skills in locating information needed.
- (f) Integrated work in arithmetic, home economics, social studies, and other areas.
- (g) Engaged in a meaningful group co-operative enterprise.
- (h) Had much functional practice in use of language skills, oral and written.

The co-operation of several special departments of the school—including home economics, physical education, social studies, science, and commercial education—secured in dealing with a number of the problems.

Planning in connection with preparation of the report was done by the groups of pupils concerned, with the assistance of the arithmetic teacher.

The topics discussed involved many applications of percentage, the major topic at that time of the year in the mathematics course. Frequent use was made of graphs, charts, tables, and diagrams in presenting the information that had been gathered.

The outcomes of this unit were varied and valuable. The pupils gained a clear conception of the cost of maintaining a home and of ways in which they could assist their parents to reduce expenses. The work that was done on these problems made the work in percentage meaningful and realistic to the pupils. They also had valuable experience in the study of concrete problems of concern to them through group co-operative procedures.

There can be little doubt that instruction in arithmetic would be greatly enriched and improved by introducing experience units similar to this into the program from time to time.

—From NEA JOURNAL—January, 1948.

Empire Day Message

THE GREAT EXPERIMENT

THESE are days of danger, when to ordinary men and women each international conference becomes an exhibition of faint hearts and mutual suspicions. In every nation across the earth fear rides high on a wave of resentment and loneliness. Yet I firmly believe that we of the British Empire have the answer, and that answer in one word is—**friendship**.

Today, amid those who proclaim platitudes about world peace, the British Empire stands steadfast as a working example of many nations united in a lasting friendship which has stood the test of time. It did not begin yesterday. It developed during years of peace and prosperity; trials of war and misfortune have proved that there is no shock it cannot withstand and no strain it cannot bear. Today it represents a vast fund of goodwill from a greathearted people, and countries of vast spaces and material resources.

In our long struggle for freedom many have given their lives and others have risked their fortunes. Our Empire is not perfect by any means for it is a cosmopolitan commonwealth of violent contrasts. But it is an empire where men are free to come and go and speak as they please. As an example, during the past year, India, Pakistan and Ceylon have become self-governing Dominions. Burma has chosen complete independence.

The strength and unity of our Empire owes a great deal to Great Britain. With a long historical experience over centuries we have not failed to recognize this right of new Dominions to complete freedom. In guiding the destinies of many races the young horse has been given its head and ridden with a light rein. We in Britain are intensely interested in knowing what our sister nations overseas want—not what we may think is good for them.

This British Experiment will never stand still. Here, as a working model, on the march, I believe that we present to the world the gradual realization of Tennyson's dream "the parliament of men, the federation of the world."

What of the future?

The issue before us is clear. We must save ourselves by our own exertions and serve the world by our example. We can only maintain our "way of life" by being a self-reliant community of free nations closely linked together, believing in the rights of the individual and the rule of law.

I believe we need two things:

First: we need trade. The gulf between nations is dug by suspicion. It is bridged by honest bargaining. Trade opens the way to peace and mutual well-being.

Second: we need truth. We need a crusade for truth so that the world will know what the British peoples stand for and what they can do. There is a war of ideas raging in the world today. A war between respect for truth and a cynical disregard for it. There is so much untruth around that the friends of truth in Britain and the Empire must proclaim no uncertain faith.

There is much talk about what makes nations secure. I believe our Empire has discovered this secret. Very simply, it is the secret of how to make friends. Believe in this secret of our Great Experiment: then we can march forward, with our King beloved by all, our faith unimpaired, our courage undaunted and with all who would be our friends.

PENSIONS ACT (Continued from page 19)

The new Act will be administered by a Board consisting of two representatives of the teachers, one representative of the school trustees, with two other members appointed by the government. This Board will have power to make regulations for the purpose of carrying out the provisions of the Act and generally to transact all business arising in connection with the investment and management of the fund.

Teachers who are nearing retirement age are advised to consult the secretary of the fund with regard to their status and entitlement. Retirement after the effective date (July 1, 1948) will be subject to the conditions of the new Teachers' Retirement Allowances Act.

AUDIO-VISUAL PROGRAM (Continued from page 11)

tion as an instructional aid, data on the source of the film, running time, classification and other information that would assist other teachers in deciding on a film topic. These cards should be filed in a portable metal cabinet under subject matter as well as under grade classification. With over a thousand film topics to be so indexed, the co-ordinator is presented with a task of no small proportions, but once assembled, only an occasional entry is required to keep it up to date.

Record And Promotional Devices

A "log book" of both equipment and film usage is most desirable for an efficient administration of the school visual aids centre. A hard covered eight by 10-inch end opening, eight columnar record book provides the necessary ruled columns for the following essential data: Date, Film Title, Running Time, Projectionist, Teacher, Class, Remarks. It is important that oiling, lamp changes, adjustments, and repairs be entered in this book to complete the record.

A well planned and brief news letter issued every two or three weeks throughout the year will prove most effective in keeping teachers advised as to new developments in the field of audio-visual aids. Such a bulletin may also be used as a device to encourage better utilization and more careful selection of teaching materials.

The co-ordinator may aid, further, in planning field trips for individual classes, organizing and directing the collection and classification of flat pictures for the library centre, carrying on research work to measure effectiveness of the various types of sensory-aids, and planning out ways to obtain additional equipment and materials for the expansion of the program.

Thus the co-ordinator of the school audio-visual program provides the drive necessary for the efficient functioning of this the most valuable area of instruction.

SCHOOLBOY HOWLERS

In France the pheasants sleep on mattresses.

The earth makes a resolution every twenty-four hours.

To find the area of the walls of a room you take the barometer and multiply by the height.

Hydrogen is colorless, odorless, and insolvent.

A quotation is the answer to a division sum.

Contralto is a low sort of music that only ladies sing.

The symptoms of scarlet fever are a sore throat and interruptions on the face.



WINNIPEG, MANITOBA
Printed by C. E. LEECH, King's Printer for Manitoba
MAY, A.D. 1948